DOCUMENT RESUME

ED 032 266 SP 003 047

Action for Americans. Proceedings of the 14th Biennial School for Executives of the American Association of Colleges for Teacher Education.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 69

Note-140p.

Available from-The American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Washington, D.C. 20036 ($2.00)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors-Differentiated Staffs, Disadvantaged Youth, *Educational Change, Educational Legislation, Individualized Instruction, International Programs, School Community Cooperation, *Social Change, Systems Approach, *Teacher Education

Fifteen speeches and reports presented by participants of the 14th Biennial School for Executives of the American Association of Colleges for Teacher Education (AACTE) comprise this report. Participants' speeches focus on possible solutions or needed changes in education due to the effects of societal change: bringing decisionmakers closer to the problems of the disadvantaged; using a variety of recent innovations in education such as a differentiated staffing pattern, an individualized approach, and a community school plan; encouraging public support of educational legislation being considered by Congress; integrating business management procedures (such as found in 80 proposed models on the preparation of elementary school teachers) into teacher education programs; emphasizing the personal characteristics and talents of teacher candidates to encourage differences among teachers; encouraging domestic, foreign, and international cooperation in education; building college community relations; and improving the quality of preservice and inservice teacher education programs. Reports by participants on the activities of the AACTE are also included. (SM)

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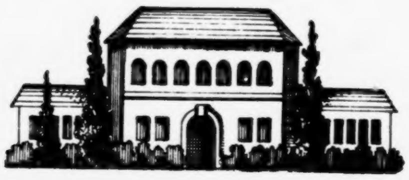
Action for Americans



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Proceedings of
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The American
Association of
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One Dupont Circle, N.W.
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SP003047

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One Dupont Circle, N.W.
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Standard Book Number: 910052-37-9
Library of Congress Catalog Card Number: 75-76466
Price: $2

Fourteenth Biennial
AACTE School for Executives

Twenty-six years ago from the prolific mind of Charles W. Hunt came the idea for a School for Executives. Like so many of Dr. Hunt's ideas, this one took root and continues to grow. The AACTE proudly dedicates this book to Dr. Hunt, long-time Secretary of AATC and AACTE, and President of the State University of New York College at Oneonta.

The fourteenth session of the School for Executives held at Southern Oregon College was developed around the theme "Teacher Education: Action for Americans," and the program reflects the vital continuing interest of the American Association of Colleges for Teacher Education in the improvement of the education of teachers.

1942
Clear Lake Camp, Michigan

1944
Jackson's Mill, West Virginia

1946
Lake Chautauqua, New York

1948
Estes Park, Colorado

1950
University of Wisconsin
Madison

1952
Eastern Michigan University
Ypsilanti

1954
State University of New York
College at Buffalo

1956
University of Wyoming
Laramie

1958
University of Connecticut
Storrs

1960
Bemidji State College
Bemidji, Minnesota

1962
Arizona State College
Flagstaff

1964
State University of New York
College at Oneonta

1966
Northern Michigan University
Marquette

1968
Southern Oregon College
Ashland

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FOREWORD

While the setting for the School for Executives was peaceful—in the beautiful Oregon mountains—the mood of participants was very much in touch with the realities of national, campus, and international developments. The Fourteenth Biennial School for Executives provided participants with an opportunity to hear stimulating speakers and panelists and, equally important, to talk informally with friends and colleagues about mutual concerns.

The program was varied, but it tended to focus on federal programs related to school personnel preparation programs, new models for preparing school personnel, and other proposals compatible with changing national and international relationships, and appropriate AACTE responses. While useful to the Association in furthering the ideals of the organization, the program tended to be broad in its ideas and information as well as in its implications for the whole education community at large.

This Fourteenth School for Executives was a successful continuation of a vital tradition which started in 1942 as a response to a felt need for an extended, relaxed period of talking and studying together. The Planning Committee and members of the staff of Southern Oregon College, Ashland, deserve special recognition for the success of this most recent School for Executives. The college president, Dr. Elmo Stevenson, and the staff there made the experience a memorable one. AACTE Associate Secretary Walter J. Mars provided staff leadership for the venture.

Recognition should be given to Mrs. Anne Zahary who edited this publication and to AACTE Publications Editor Esther Hemsing who supervised and saw it through its various stages.

EDWARD C. POMEROY
Executive Secretary

July 1969

ACTION FOR AMERICANS

SAMUEL PROCTOR
Dean of Special Projects
University of Wisconsin, Madison

Our theme is "Action for Americans." I want to focus on our concern—education—and if I should use the term *public education,* it is because I am far more aware of the quantity of public, as against private, schools and the great weight they bear in terms of social change.

The phrase *public education,* the tool of freedom, is used here because I see this as the major implement we have today for most of the things we want to achieve. The massive proportions of today's problems may blind us to our capacity as a nation to respond to this as to other crises with vigor and with imagination. One of the major national resources that we need to explore immediately is that stratum of persons who may not be stupidly optimistic, but who believe in the ultimate higher purposes of the American people and in the resilience of our society. I wish that those who find it difficult to believe in these higher purposes would find it easier to believe in the resilience and power to repair that is inherent in our society.

Above the din and fog of political oratory in this election year, there must be those who see a signal of hope, a sign of promise. We seem to be moving dangerously and rapidly toward an awesome polarization that will cause every massive effort to take on a lopsided dimension. The dissident, the disaffected, and the desperate cry out against the System—something anonymous, but ever present; the status quo, they sometimes say; the power structure, they say more frequently. But, like it or not, we are it. We are regarded as agents and defenders of this thing that they call the System, the status quo, the power structure. Anyone with a job as impressive as ours, and with a salary as high as ours, cannot possibly have such power and such salary without someone else's having been robbed—that is the way the theory goes.

So, we are the target of the dissident, the desperate, and the disaffected. They allege that society operates for the benefit of people like us, and it does not matter that we may have started on a humble farm in Nebraska, South Carolina, or Louisiana, or that our father had a family to raise just above a grocery store. What the black dissident says is, "You were born conveniently white (with apologies to my nonwhite friends who are here) and this great convenience made it possible for you to get on an escalator that others could not reach. The escalator moved in your behalf because it moves in behalf of people who are advantaged, and color is the first great advantage in this society." That is what we hear all the time; they say that our role is to anesthetize the others with hypnotic chants about freedom and successfully to emasculate the boldest dissenters.

The theme goes on and on, and the revolutionary language fills the air. More than anything else, these allegations need to be proved wrong with convincing immediacy to save us from this growing national crisis. Anyone who has an answer needs to step forward and be heard. The problems, of course, run the gamut from jellyfish in the Chesapeake Bay to saving the redwoods of California; but the weightier ones are war, race, poverty, and civil disorder.

Let me focus on the crisis of race and the capacity of education to come to grips with this issue. We are busily engaged in inventing all sorts of new approaches to education, and everyone who is 300 miles away from home, and an expert, has his panacea for bad education.

I claim the right to speak because I have failed at this as miserably as you have, both at home and abroad. We have an opportunity and a challenge in this area, with an urgency that we have not really seen before. Business as usual must give way to very unusual business. While we count on innovation and fresh approaches, it is my conviction that the critical mass of action takes place in the large numbers of public schools throughout the nation. We must count on *this* establishment for redeeming the times.

The handiest tools that the nation has are the hundreds of thousands of schoolhouses that sprawl over new suburban tracts, that rise above the shanty line in the slums of the small-town South, and that break the monotony of ageless tenements in the urban ghettos of the North. No tool is handier than the bearded or miniskirted multitudes that populate our campuses in the North and the crew cuts or semiminis of the solid South. These young people may assume a veneer of suave nonchalance, but what they really want is relief from the legacy of hypocrisy and racism that the early decades of this century have bequeathed to them.

Although many worthwhile ancillary efforts are being made at changing America and enlarging the margins of freedom for all of its people, the teachers of the nation's youth must, in the time we yet have, let each successive graduating class move at an accelerating pace closer to the ideal of a nation that is indeed in pursuit of true happiness for all of its people. Success will depend in large part on the persons who are involved in the teaching profession itself—namely, you and me. It is very easy for us to project the problem into the realm of educational and political theory and into the more delicate area of tactics and strategies. One exonerates himself quickly when he decides that his motives are good; that his hierarchy of values is in fine order; that his only problem is strategy.

I want to get into the area of social ethics and into some of Tillich's analyses of choice. I want to say that the issue becomes privatized when we feel the weight of it all on our shoulders, when we make an effort. In other words, the problem has to become part of our existence before it takes on reality. There is a certain unreality in sitting in a conference or in an office talking about something that we have never really attempted to do. Have we ever faced a classroom of angry black students and tried to pursue one lead after another for an hour and a half until we found ourselves on some terms with the group? Those of us who are teaching, who are administering educational programs today, and have not had this experience have not been touched by the existential dimension of this problem; and we really do not know whether we can do anything about it. In fact, we are very likely to stifle someone else's initiative by our own fears and apprehensions. We are hearing ghosts, and we are seeing things that are not really there unless we have had this come very close to us.

So I say that the issue becomes privatized and existential as we open school and permit ourselves to feel the weight of it all on our shoulders—feel the weight of the slave system right on our own shoulders, feel the weight of a hundred years of discrimination in education on our shoulders. I know many who have done this courageously; there are some in this room who have done this under great difficulty.

No one ever has all the freedom that he wants in life, but freedom is not a static condition. I feel very deeply that freedom has its gains and losses and that the secret of it all is that when one develops the courage to use all the freedom that he really has, he will never get to the end of it; he will never really know how much freedom he has. Using one set of options brings one to new heights, new vistas where fresh options appear, and as one moves on with this process, he looks back and sees the accumulation of choices, the accumulation of successes that he never dreamed of as long as he sat down and counted his limitations and restrictions. It is when one exploits this tiny margin of freedom that he has that veto power over simple things, that he discovers that his veto power begins to grow. This affects us personally in the area of choice and enlarging our own freedom, and it gets closer to the area of values and farther from the area of strategy. The nearer we get to the problem, the more we expose ourselves for what we really are, and the nearer we come to getting our hands dirty in actually trying to do the possible—or, to put it differently, in making the possible more and more do-able.

We continually ask, "How can we do it?" The "how" gets clearer when the "why" gets settled. We cannot make people understand the "how" of something when they have not really agreed to the "why" of it. It is my opinion that the clearer the "why" becomes, the more easily one can straighten out his motives and the more easily one can discover strategies and techniques.

In fact, I believe that lack of sophistication in approach is tolerated in people who are trying to do something worthwhile. This was Sargent Shriver's approach in the Peace Corps. He used to take a mop handle and run the university people out of the building, because his theory was that if the Peace Corps were set up the way they wanted to do it, it would not get under way until 1970. Now the Peace Corps has been in operation for 7 years, and Shriver has gone on to something else.

His theory was that university people indulge in a certain paralysis of analysis, as Martin Luther King used to say, and that we have a certain gift for sitting down and analyzing something out of reality so that it is finally not worth doing. By the time we get through with the analysis, it is too late, and the most dissident people have taken our audience from us and have shown them other ways of accomplishing the same ends. When a dean of a school of education decides that all of his graduates should have some exposure to ghetto schools, he does not need a whole year to plan for this. He needs only to reach for the telephone in the next 5 seconds and call up the principal of a ghetto school and make his desire known and then get together with the personnel people. In a matter of 30 minutes, he should be at the point of calling in someone on the staff and saying, "I had an idea, I had a vision, I jumped the tracks—I ran past your office. I understand that your committee is still down there meeting, but I have already finished the phone calls, and I know six principals who will take your intern teachers any time you are ready. If you cannot get ready soon, let me know, because some fellows who would like to be director of intern teaching here have told me that they can get this job done if you find it too awkward to do."

I say the motive has to be clarified. Universities found this out. Once the big 10 universities in the Ivy League made up their minds that they wanted some black students, they were shocked when they found out that, although the National Merit Scholarship already had a big file of capable black students with board scores in the high 1,300's, 1,400's, or 1,500's, recruiters would poke around and come back saying, "I talked to so-and-so, but his son is too stupid, and I talked to so-and-so, and his Daddy is bright, but he inherited his mother's genes and the poor boy cannot read; and so we cannot get any black students this year; but we will try again next year."

The National Merit Scholarship had a little box up in the corner of the form that said, "Are you interested in the National Achievement Scholarship Program for Negro Students?" It did not break the law; it did not ask, "Are you a Negro?" or, "Are you a Chinese?" When the Negroes checked this box, their test scores began to assume importance; and then Wesleyan had a 10-percent enrollment of black people in the freshman class, Yale jumped 300 percent in its enrollment of blacks in the freshman class. What happened is that schools obtained these scores and saw that it was not difficult to find qualified Negroes once they made up their minds this was really what they wanted to do.

Wisconsin took in 79 special students under the so-called Doyle Program, and a great percentage of these nonqualified students made a higher average than the "qualified" freshman class. They ought to turn the whole program over to Mrs. Doyle and her people, because they did a better job than the rest of the people in the freshman class. The Doyle team went out to Chicago and Milwaukee and found 70 kids that no college would take. They went back this year and got another 100. They found out that more students were making a "C" average among their group than among the freshmen who came through the normal screening process. Who would ever suggest that this is good business for a university? These people have considerable "nature" and deserve considerable "nurture." These kids can understand things and can be taught. If someone helps them get over their disenchantment, they can negotiate the college courses with success. So my argument is that when the motive is straight, when one knows why something should be done, he comes very close to discovering the necessary strategies and techniques, and much awkwardness can be tolerated when a man's motives are correct. The urgency becomes more pressing as we assess the alternatives.

We have seen only a little of the results of denial of opportunity and rigidity of race barriers. The spiral has spun from rejection to despair, to hostility, and now to very sophisticated nihilism. The argument you get today is, "Listen, I am not going to accept your premise, even though it may be correct, because, if I accept your premise, I may be led logically to your conclusion—and I do not like your conclusion."

More and more young people are being impressed with this approach. They start out by indicting the whole system, so that when I come along—in my midforties—and try to tell young people that my daddy was a truck driver and he has four sons who are doctors, they turn around and say, "Therefore, truck drivers ought to have four sons who are doctors—is that what you mean? That will never be. Well, what *are* you trying to prove, Sam?"

I tell them I am trying to prove that an escalator does exist and that if you can find it and get on it you can move up. The system can be had; it can be maneuvered. And they respond: "You say it can be. Well, have you been to Harlem? Have you been to Northeast Washington? If it can be successfully maneuvered, why is it that so few people have been able to maneuver the system?" They start out with a priori conclusions, and it is very difficult for anyone, through logic or empirical evidence out of his own biography, to be convincing in any way with the overwhelming weight of the evidence right in the center of all our cities and all across the rural South. So the urgency becomes more pressing as we assess what the alternatives are, and I think America has had a taste of what the alternatives are. I submit that we have had *only* a taste, however, of what the alternatives are.

The next point I want to make is this: Success not only will have a lot to do with our feeling this deeply; it also will have a lot to do with the political muscle of the black community, city by city, county by county, state by state. We are no longer alone. Those who really try to do something worthwhile may discover that something else is working mightily in their behalf—namely, the political awareness of the black community. Something new is on the horizon now. We have black mayors in three large cities; we have black sheriffs; we have black police chiefs; we have hundreds and hundreds of black people elected to public office, even across the South, since the reapportionment legislation; and I believe that this is only the beginning.

As a matter of fact, in Richmond, Virginia, Negroes became so politically sophisticated that they put three Negroes in the city council. When two of them did not perform well, at the next election they elected two white people in their place. Now this sophistication is going to grow, and I do not think it is going to take 10 years. I think this is going to grow in geometric proportion, just as the riots grew, as one city sees what can be done in another. I also do not think that white people need to run to New Zealand or Australia because the blacks are coming.

What I think this means is that anyone can be fair. One does not have to be the kind of liberal he once would have had to be to do the right thing. One is going to have very clear evidence of real political weight on his side, arising out of the black community and among its allies. This political articulateness is going to keep on growing and maintain a high degree of responsibility.

I would like to remind you of the young man who is leading the Democratic group in the District of Columbia—Channing Phillips. This young man is no tramp; his father has three earned degrees: one from the University of Pittsburgh and two from Virginia Union University. He has four brothers—and I know all of them—who are well educated. All have more than a bachelor's degree. This young man has just received a Ph.D. in New Testament ethics at Drew University. It would be difficult for 95 percent of the white families in this country to match the Phillips family on any ground—physically, intellectually, or socially. This is the young man who is leading the Democratic group in Washington, not some irresponsible riot leader—he is just as calm and middle class as we are, and we can trust him. The same thing is true of Carl Stokes and Richard Hatcher. These are superior human beings that the black folk have helped to advance within the political structure, and there they stand, leading our big cities. There is no one better prepared for what he is doing right now than Walter Washington, mayor of the city of Washington, D.C. This political sophistication is going to give great support to anyone who is really interested in redeeming education.

A great many people have been frightened into believing that there is not going to be an orderly change, but I see something on the horizon that promises an orderly change. The change is going to be orderly, if there is going to be any change at all, because we are not dealing with an agrarian society in which all one has to do is shoot the owners of big farms and then monopolize the countryside by passing out 200 acres of land and a new farm. We would stop the whole black revolution dead in its tracks if we started talking about reapportioning land and giving everybody 200 acres and a new tractor.

Rather, we are in a highly technological society, and if the revolution is to succeed, if the change is to come, it is going to require people with immense familiarity with words, ideas, and numbers; so school people cannot escape responsibility. If the revolution is on its way, and rapid social change is here, there is going to be chaos if the people who bring about this revolution are weak in handling ideas, spelling, reading, and the number skills. Therefore, I think that education is far more a tool of freedom in this kind of society than in others.

So many of the young people with whom I speak who talk in very revolutionary ways are really reading the words of revolutionists who came from agrarian societies. They are talking about the path of revolution in places that are far different from the United States of America. To talk revolution in this country, one has to talk about placing people in laboratories, at the controls of airplanes, or in a data-processing center—not placing people on a farm, as in Ghana or Nigeria.

If the public schools take a cool and detached posture toward the black revolution in this country, there really will be chaos. We will save ourselves—educators will save themselves—from a chaotic future only if we get busy and face the task of getting young people ready for the very revolution that they are talking about causing. There is nothing to fear if we go about it in that way.

Finally, this is not a local issue: This is a national issue, and just as the federal government must involve itself in the cleanliness of waters that flow from state to state and the purity of the air that smothers state lines, it must be concerned with the quality of life that all of its citizens can embrace. This means equalizing opportunities in education from kindergarten through the twelfth grade and beyond. I repeat: A nation's real gross national product is not only figures of oil production; new construction; linear feet of timber felled, cut, and sold. It is also its human product. How many of its people are standing on tiptoe peering into the future as against those who have given up and ceased to canvas the options for a new beginning?

When we first started talking about the federal government's involving itself in rural electrification, people were screaming, "Socialism, here it comes"; but rural electrification came and set everybody just centuries ahead. Wherever federal intervention seems profitable, wherever it works for the greater good of the majority, this is fine, and everyone should have great appreciation for it. The federal government is involved in higher education in all kinds of special ways: for the veterans, for the blind, for the people who need rehabilitation services. All kinds of special-interest groups have benefited from it; many great universities benefited from the Land Grant Act; now the Federal City College in Washington benefits. They lifted up that tent and crawled underneath it, and everyone will bring his snorkel to the federal trough and guzzle as long as he can, if he can get shoulder room to get to the trough. Now the federal government has to make shoulder room for the black student at the trough.

Special programs are being created to guarantee to this young black boy or girl that we are not proud of the legacy of slavery; neither are we proud of what has happened in the last hundred years. Let us stop calling each other names, but let every university, every dean, and every director of intern teaching make up his mind that he is going to be his own judge of how much he has been able to do to make higher education indeed the tool of freedom.

PRACTICAL AND POTENTIAL POSSIBILITIES OF EPDA AND OTHER USOE-SUPPORTED PROGRAMS

DON DAVIES
Associate Commissioner of Education
U.S. Office of Education

The Education Professions Development Act and related legislation having to do with manpower and training have a surprising and enormous support in the field as well as in Washington in the executive branch, in Congress, and from the Commissioner of Education. The best evidence of this support probably is the current appropriations situation, which is as follows.

The President's budget request for EDPA for fiscal 1969 was about $129 million. This did not include the Teacher Corps Title IV of the National Defense Education Act. The House Appropriations Committee cut $50 million from this, which would have eliminated all new programs and the potential for what we have been talking about for this first year. Fortunately, the full House restored nearly all of this cut. This action was taken at a time when the House was turning down all efforts to restore programs in education, health, welfare, and most other fields. This was the only restoration made, and the credit for that, I think, ought to be recognized.

It was Mrs. Edith Green of Oregon who provided very strong, vigorous, and effective leadership in the House of Representatives to bring about the very substantial victory on a roll call vote to restore these funds. This was a remarkable performance and a remarkable testimony of the faith of Congress in the importance of teacher education in the United States. If you read the *Congressional Record* for the days when this was being debated, you will take great heart. You will find very encouraging what the members of Congress had to say about the field of teacher education.

The Senate has not yet passed an appropriations bill, but the full Appropriations Committee of the Senate has reported out a bill that is identical to the House bill.

Our appropriations situation looks rather good for 1969, with the single and very important exception of the Teacher Corps. Our request was cut in half by the House. The Senate has restored a little, but the figure is in the neighborhood of $17 million, which is about what the

Teacher Corps used in 1968. It was entirely inadequate then, I might add, to provide a full testing of that very important new model for the induction and preparation of teachers.

We have received in Washington today 3,085 proposals for 1969 from teacher educators in the field. That is about 1,000 more than ever received under preceding programs. If we were to add up the cost of those 3,085 proposals, the total price tag would be $1 billion. The figure just for the first year of the projects proposed was about $360 million. We are now in the process of evaluating these 3,085 proposals. The major burden of reading, evaluating, and rating is carried by outside consultants, readers, and evaluators.

Sometime shortly after Congress passes the appropriations bill, which will be before the end of the year, we will be in a position to announce both grants and nongrants. Sometime in the spring and summer of 1969 the first training programs under the Education Professions Development Act will get under way. Then we will begin to see whether the great opportunities in this legislation are going to be realized in the field. It is going to be a very exciting time. We will then have very specific programs to talk about, rather than simply opportunities.

I would like to discuss quickly some directions that seem to me the most important for change in American education and in developing personnel to manage that education.

A few months ago the *Saturday Review* ran a very funny one-page article by Ted Greenleaf. He put together a whole string of both old and new clichés, attributing most of these statements to nonexistent officers of nonexistent educational organizations. There was one particularly funny statement that appeared as a quotation from an executive secretary of the Society for Relevant Learning. This, of course, was all tongue in cheek, but Ted Greenleaf at the Office of Education received hundreds of serious responses to the article—people wanted to get involved in the Society for Relevant Learning. He laughed about it, but he was saddened because he felt that people had not gotten the point. The real point is that in the field there is a kind of desperation, a genuine seeking for something that might be called relevant learning—as tired a cliché as that is—that will enable us to cope with the kind of crisis Sam Proctor talked about (see pages 1-7).

Most of us are not so foolish as to think that establishing an association with a monthly magazine and dues will solve this problem. We know that solving it is going to be a much more difficult and personal process for all of us. I think that success will come through the resourcefulness of all who are genuinely distressed by civil disorders, war, violence, assassinations, and all the problems we are concerned about. It will come through the efforts of people who have suddenly become aware of the word *racism* and sensitive to all that word implies. It will come out of a growing recognition that we cannot afford any longer the divisiveness and the debilitation of poverty. It will come through the inventiveness of people, both young and old, who want to make some difference in this world; who want to be relevant; who want to join a society for relevant learning. Unfortunately, this kind of change is not tidy and comfortable, and we are going to be paying our back dues, in a very real sense, in anxiety, stress, confusion, and conflict.

John Gardner last year gave a brilliant analysis of the problems that our institutions face in this century. He looked back at the twentieth century through the eyes of a twenty-third-century scholar. In doing so, he pointed out that the twentieth-century institutions were caught in a savage cross fire between uncritical lovers on the one hand and unloving critics on the other. On the one side, those who loved their institutions tended to smother them in the embrace of death, loving their rigidities more than their promise and shielding them from life-giving criticism. On the other side stood the breed of critics without love, skilled in demolition but untutored in the ways in which human institutions are nurtured and strengthened and made to flourish. Caught between these two forces, the twentieth-century institutions perished.

It seems to me that our obligation as education leaders in 1968 is to do what we can to keep that prophecy from coming true. I think that we can.

In order to bring about change in institutions, whether in the colleges and universities or in the school systems, it is first most important to bring about change in people. If education is to contribute to the goals and objectives of this country, we obviously need to develop more effective ways to recruit, develop, retain, retrain, and use educational personnel of all kinds.

This process of changing people in order to create new and more effective institutions is what the Education Professions Development Act is all about. It is what my job in the Office of Education is all about, and I hope it is what people are all about in leadership roles in this field. We know that the development of new curriculums, new schools, new programs, new classroom arrangements, new kinds of teaching techniques, and new research will not be very effective unless we make some positive change in the people who are responsible for all of these things.

I would like to mention some of the most important changes that I think we need in education, which suggested very specifically, to me, comparable changes in the way we develop personnel for schools and colleges. I worry somewhat about telling these things to an audience so familiar with them, but I do it because it is the only way I know to try to give some genuine sense of direction to this legislation and to your efforts to improve teacher education, because our tendency is to get involved in tinkering with the details of curriculum and teacher education programs and forget about where we want to go.

First of all and most obviously, we need at all levels of education—preschool to graduate school—to move from a mass approach to a genuinely, highly individualized approach to teaching and learning. This is the most ancient concept in our craft, but the fact remains that very little individualized teaching or learning goes on in schools and colleges in the United States. By and large, we still put people into prescribed rooms, in prescribed numbers of them, and teach the prescribed lessons we decided were important. To change to a genuinely individualized approach will require a massive effort to retrain educational personnel at all levels, starting in the graduate school and going down to the preschool. This is an educational personnel development problem of great dimensions.

A second change that seems of great importance relates to the fact that our present system still focuses primarily on learning and on storing and retrieving facts. This is in spite of the fact that we have had a great deal of literature and rhetoric in the last decade about learning how to learn, how to discover. We still have not learned how to implement that concept in school programs.

We also know that if we are going to come close to solving the kinds of problems that Sam Proctor outlined, we are going to have to find ways to develop the aesthetic, sensory, and emotional sides of human beings. We continue to be frightened, however, by the noncognitive aspect of life. I think we are afraid that it is not respectable. We make fun of such things as sensitivity training because they somehow do not fit into our academic concept of what happens to people when they learn. I think that to develop a more meaningful, cognitive approach while developing the affective side of education in the United States will require a massive effort to develop new skills, attitudes, and knowledge in educational personnel.

The third very obvious point is that we need to discard the idea that the school is some kind of castle with a moat around it, living in splendid isolation from the community of which it should be a part. Since the 1920's we have talked about the community school concept. We really have not done much about it, and it has taken poor people and ghettos in the United States to dramatize the fact that people in communities want to have something to say about how the school around the corner is educating their children.

We need to overcome our present fear and fumbling about technology and learn to harness it for the management aspects of education and for instructional purposes. I say "fear" because I think that, whether or not we like to admit it, most educators are deeply fearful of and hostile toward technology and all that it might do to the roles we have been used to playing. We know that harnessing technology in a positive way will require a massive effort to retrain personnel at all levels in all kinds of educational institutions.

I would give special priority to the need to move from a negative to a positive attitude toward children who are different. I mean children who are black, brown, or red, or in any other condition that makes them different from the majority. This is a change of attitude that must occur throughout the entire educational enterprise, if all our talk about education of disadvantaged children is to amount to anything. It means turning around the attitude we too often have which says that if a child fails, it is because he is black, or because his mother and father do not own the *World Book Encyclopedia*, or because of some other reason that exists in the child, his color, his family, or his community; not for some reason that exists in the school and its administrators and teachers. The educational enterprise must accept responsibility for the success of its classes, and educational personnel, teachers, and administrators should have a high rather than low expectation of what kids who are different can, in fact, learn and achieve.

We also need to develop for the first time a multicultural curriculum and experience in schools for all our young people. This is a very obvious point, receiving a good deal of attention today, but we are just beginning to learn what this means. In order to accomplish a multicultural view of the world and the school curriculum, a massive educational personnel development program for teachers and administrators at all levels will be required.

The next point has to do with the pecking order that we have established within our ranks. Commissioner Harold Howe compares this to the barnyard hierarchy that brings the stronger and more confident chickens to the feeding trough before the skinny and introverted ones. Our pecking order in education is only slightly more genteel. It is characterized by a kind of academic snobbism which says that those of us who teach English and math rate a more favored position at the trough than those who are down in the shops teaching all those grubby vocational subjects or those nice ladies who are off in the home economics rooms. The sorry truth is that we really do value writing a critical essay more than we value reading a blueprint. This value is reflected all through our educational system, and it is the reason we consign many vocational and other kinds of subjects to educational ghettos of their own.

We need to move from a system that emphasizes meeting requirements and serving time to a system that emphasizes performance and behavior as a basis both for planning and for evaluation. This kind of change in education obviously will require an enormous personnel development effort, because it demands a massive change in attitudes, knowledge, and skill in order to move toward a genuinely performance-based school and university system.

And next, I would say that the climate and the environment of our educational institutions is something about which we should be concerned. I am speaking here specifically about the schools in which the climate and environment is too often bleak and inhibiting, when it should be free and stimulating. I am talking about a climate that energizes a staff and in turn energizes students. An energizing climate, in my view, is one that includes academic freedom. It includes the opportunity for the staff to participate in a meaningful way in the development and management of that institution; it means encouragement for new ideas; it means time to think; it means a climate in which diversity rather than conformity is valued. Developing such a climate in the American school system will require a massive effort at developing new skills and attitudes in the personnel who man the schools and colleges of this country.

Finally, it seems to me that it is time to plan a decent funeral for the long-dying concept of the self-contained teacher in the self-contained classroom, and to move quickly to new patterns in which teachers are parts of instructional teams supported by other teachers, other specialists, and various professional aides. Differentiated, flexible ways of organizing schools must replace the really unworkable and unproductive current concept.

Now, each of these points suggests a change in education in the schools, but more important than that, each suggests and requires a new priority and a new emphasis in teacher education, both preservice and in-service. That is really my message this morning.

The Education Professions Development Act will realize its potential only to the extent that it stimulates you and schools and colleges to move in these directions. Perhaps more important, the Education Professions Development Act will succeed only if it leads you and your colleagues to depart from the business-as-usual approach to teacher education; only to the extent that you are willing to get your colleagues to seize the potential in this legislation to bring about the changes that Sam Proctor and I have talked about. The first step is to understand the "why" rather than the "how." I think you know how to put together a more effective training program. The motivational problem comes first.

We in the Office of Education are just in the process of working on the first annual report of the Commissioner of Education, in which an assessment of the state of the nation in educational manpower and training will be made. Flowing out of this annual report will be our budget proposals and guidelines for 1970. As a result of the suggestions that have come from the field, we will be providing somewhat more specific supplementary guidelines in most of the fields of special priority for 1970 than we provided for 1969. The response to the 1969 guidelines was rather favorable, but there was a very strong insistence on more specificity in guidelines for special fields such as early childhood or school administration. In the next few months we are going to be seeking advice through meetings, correspondence, and telephone calls from the field.

It is clear that the major priorities for 1969 will continue for 1970, with some adjustments in emphasis. These priorities will continue at least for the foreseeable future or until the needs are met. They are based on an obvious assessment of the needs in American education.

First of all, the priority given in 1969 for developing personnel for the disadvantaged will continue. Early childhood will continue to be an area needing a great deal of attention for the next few years. The trainers of teachers and the graduate school faculties who train the trainers of teachers —the Double T and the Triple T, if you want to get into that jargon—obviously will continue to deserve priority. School administrators of all kinds will receive priority. Teacher aides and other kinds of support personnel, personnel for handicapped children and for the vocational and technical fields, and, of course, personnel for the academic subjects, particularly in the secondary schools, will continue to get some special emphasis.

We are in the process now of trying to collect as many good ideas as we can about developing these priorities and shaping programs for 1970 and for future years. I hope that you will feel free to let us know what you think, not just about your specific proposal, your specific request, but about what is important, in your mind, in revitalizing and rejuvenating teacher education. I cannot guarantee you very much about the success of our operation, but I can guarantee you that we are interested and need your ideas and that we will make every effort to be responsive to your needs for assistance and information.

EDUCATIONAL MEASURES IN CONGRESS

THE HONORABLE JOHN R. DELLENBACK
House of Representatives
Washington, D.C.

In the legislative process it is the committee that is often the effective agent. The impact of any one member on the floor of Congress really is not that great. A Congressman can have a much greater impact as a member of a subcommittee dealing with a piece of legislation before it gets to the full committee and before it reaches the floor of Congress. Therefore, a legislator searches out the committee that deals with the subject matter in which he really is interested.

I feel that the fields of education and labor are experiencing some of the acute social problems that America is dealing with now. I feel that I can most beneficially, from your standpoint, talk to you about what I see as major developments after two years on the Education and Labor Committee.

We are reaching in the direction of refining educational programs rather than primarily emphasizing the creation of new educational programs. The battle of whether there will be federal aid to education is yesterday's battle. The issue is resolved and shifts to the questions of: How much aid, and in what fields? What form will it take? Who will have control over it? These are the types of questions that we are facing now on the federal level.

We dealt in this session with the Higher Education Amendments of 1968 and with revisions of Title V of the Higher Education Act. Most of the sections of the latter deal with modifications and amendments of existing rather than new programs. It is not that innovation is dead; but I think that the emphasis for a while is going to be on refinement, on consolidating and updating and seeing what experience really shows. One step somewhat akin to this that I also see in Congress is a reaching in the direction of longer-term programs instead of authorizations for just one year. In the Higher Education Act Amendments we are authorizing programs that go on for five years.

Most of you are familiar with the difference between authorization and appropriation. When it comes to the question of what Congress has really done, a clear distinction must be made between the authorization of a program and the appropriation for it. For example, the House has passed a bill that deals with the Higher Education Act; so has the Senate. There are significant differences between the two, which will be thrashed out in conference.

We are still not talking about appropriations; we are talking only about the authorization—the creation—of programs. Some of these programs are authorized for five full years, into fiscal year 1973. This means that those of you who are charged with the administration of the programs can, with a reasonable degree of certainty, be sure that the program is going to go forward instead of finding after a while that not only was money still not appropriated but the program was not even officially authorized.

Just in the last year we were facing this type of situation with the Teacher Corps program. People were just limping along, barely able to find out whether the program was going to be in existence for a while. I do not see how anyone who is trying to administer a program like this can really do it effectively in such a situation.

I think that there is going to be less federal control in some of these fields and more emphasis on state control. In the Education Professions Development Act, the guidelines for the Teacher Corps program charge the federal government with responsibility for recruiting, selecting, and enrolling; but certain circumstances require approval by the appropriate state educational agency. Further, a state that wants to develop a program having to do with attracting and qualifying teachers to meet critical teacher shortages first submits a state plan to the U.S. Commissioner of Education through its own state educational agency. Then guidelines are provided; but the state has made the first move.

Such provisions run throughout the legislation of the Ninetieth Congress, because there is concern about the Commissioner of Education's having too free a hand. The same feeling is true in connection with the programs of other agencies. There is a movement to give more direction to programs originally developed with almost no guidelines.

I think that various programs are going to be brought together. For example, under the Education Professions Development Act there is the National Advisory Council on Education Professions Development, which has been given the authority to review the operation of this Act and all other programs for the training and development of educational personnel and to evaluate their effectiveness in meeting needs for additional education personnel and in achieving improved quality in training programs, and so on. The Council takes over a series of other councils that have had partial responsibility and brings them together.

This bringing together helps to avoid duplications, such as may exist between the Talent Search program, under Higher Education, and the Upward Bound program, under the Office of Economic Opportunity. The two programs seem to have the very similar goals of searching out the educationally disadvantaged who have talents that should be utilized. After extensive discussion of whether the thrusts of the programs were really different, the two programs were merged in the House version of proposed legislation.

I think that we are going to find more and more emphasis on vocational education. There has been a strong feeling that the field of vocational education has been a stepchild and that it should receive increased emphasis in the educational field. It has not yet been decided whether vocational education means just a trade or skill—vocational education in a narrow sense—or whether there will be an attempt to teach basic skills that can be developed into specializations—vocational education in a broad sense. In one form or the other, there will be increased aid. I believe that the definition of vocational education will ultimately fall between the two views.

Another trend that seems to be developing is increased authorizations and increased appropriations for education. Those of us who are concerned about education will be delighted to see this trend continue.

Perhaps I should say just a word about how Congress goes about developing legislation in the field of education. Either the House or the Senate can propose educational legislation—both may begin action at about the same time. When one body has passed a bill, that bill is sent to the other house of Congress for discussion. When both houses have passed different versions of similar legislation, the bills are sent to a conference committee. Members are appointed by both the House and the Senate. Two bills may be very close, or they may be miles apart—one recent bill showed 185 points of difference between the two versions, for instance.

In the Higher Education Bill, which is of considerable interest to all of us, the two versions show differences in the amount of money authorized and in the dollar limits put on programs for future years. In the House we felt that we could not plan as far ahead as 1971, but the Senate set limits through 1973; this is one of the points that will have to be thrashed out. There are other points of difference, but there is no need for major concessions by either the House or the Senate, and I think that we are going to come out with a good piece of educational legislation.

Rather than go on with specifics, let me end by pointing out one thing to you. Often the decisions that members of Congress make about legislation with which they are not directly connected are made on relatively narrow bases. For example, I am not on the Committee on Military Affairs. When a bill relating to the military comes to the floor of the House, I have not listened to the hearing on that bill, and I have not had a chance to engage in the committee debate on it. I have tried to listen to as much of the debate as took place on the floor, but on the whole, I—and other members of Congress—tend to turn to people on the home front.

I urge you to make the points about which you are concerned known to the members of your Congressional delegation. Often a letter stating the reasons why something seems good or bad or indifferent to you will really have a major impact. A letter that goes into details that we can follow outweighs a whole basketful telling us what we had better do.

I do not think that many members of Congress are much influenced by pressure tactics, but we are all helped frequently by correspondence and contact from the people in whom we have trust, for whom we have regard. Every one of you can on occasion have major impact on legislation.

Until the war in Vietnam is settled, I feel that there is going to be a very real fiscal pinch. Under these circumstances, it is going to be difficult to get the increased appropriations for education that I am convinced we need. There will be conflicts and pulls of priority. Members of Congress who are concerned with giving education a high priority need your backing.

Those of us on the Education Committee need you to back up the stands we take. Some of you have Congressmen on the Appropriations Committee; they are ideal persons for you to write to. Perhaps your Congressmen are not on either committee, but they still cast votes. If we are to make these long-term programs come alive as real programs instead of paper authorizations, if we are to do all the things that need to be done in education, we need your help. I urge you to make it your business to contact your Congressmen and let them know your views.

MODELS FOR IMPROVEMENT OF ELEMENTARY TEACHER EDUCATION

WILLIAM E. ENGBRETSON
Former President of AACTE

Of the 80 proposals submitted to the Bureau of Research in the Office of Education for development of the design phase of elementary teacher education models, only 9 were funded. I plan to talk briefly about an analysis that I have undertaken concentrating on the 71 proposals that were not funded. Nicholas Fattu will follow with a presentation and an analysis of those nine proposals which were funded (see pages 30-35). This analysis will be somewhat statistical in nature, and I will not go into great detail on the various models that have been analyzed, but will give the history and development of this particular program, some comparisons of the plans that were submitted, commonalities and differences of those plans, and some criticisms of the plans as I see them.

My interest in this field is deep. I have been involved in the original planning session of outside consultants with the Office of Education Bureau of Research. Subsequently, I served on the evaluation panel that selected the models to be funded. It occurred to us in both these sessions that it might be desirable to take the better ideas from the proposals that were not funded and to market these in one form or another to the field, so that we could all profit from the thousands of hours of time, energy, and thought that went into their preparation. That is the purpose of this analysis.

During 1967 the U.S. Office of Education showed increasing awareness of the need for directed improvements in the development of elementary teacher education. In-house documents were circulated, and conferences were held delineating the need for improved models for preservice and in-service education of elementary teachers—preschool level through the eighth grade. On August 2, 1967, consultants and USOE personnel met in Washington to discuss the proposed teacher education development program.

At that meeting, we reviewed the funded research affecting teacher education that had been conducted under the auspices of the Bureau of Research, and we attempted to develop with the USOE personnel a rationale for large-scale development activities. Implicit in this discussion was the goal of large-scale development to improve both elementary teacher education instruction and the system producing elementary teachers.

The Office of Planning, Programming and Budget in the U.S. Office of Education, which holds responsibility for long-range development, had already concluded that the following points, dealing specifically with elementary models, undergirded the proposed program.

1. Directed improvements in education appeared to be a more productive use of federal funds than undirected improvements.
2. Not enough Office of Education money was being spent on development programs.
3. Not enough funds were being devoted to communication and dissemination of research findings, whether they were generated by directed programs or by "laissez-faire" programs.
4. Not enough funds were available, and there was limited authority to make grants other than to colleges and universities and to state departments of education.
5. Recent, more flexible legislation now can support the development of almost any education at any level.
6. Stress is now on planning for future large-scale work and development of models for change in the educative process.
7. Much research is development-initiated and -oriented and specifically seeks information that we do not already have.
8. The realization existed that all education is multilevel and multisophisticated.

I derived the following conclusions from the discussion of the rationale for this program. Others who were in that planning session may or may not agree with them.

1. More federal money does not necessarily improve the system of teacher education.
2. Consistent evidence shows that the attitude of parents is a most important outside factor in child learning and achievement. Some teacher characteristics result in better achievement by students, and most educational research does not deal with enough of these variables.
3. To have productive results, funds must be used to influence a total institution, or a network of schools and collegiate institutions, rather than to deal with too few variables.
4. A large-scale instructional systems development program is needed to influence teacher education.
5. The programs should be designed for the preschool through elementary-level teacher and should include both preservice and inservice components.
6. Stress should be placed on institutions that produce elementary teachers on a large scale. We all know that a lot of research has taken place in institutions that are more interested in the research funds for studying teacher education than they are in the production of teachers.

7. Any proposals developed for the program should include a rationale, a viable theory, specified objectives, and evaluational components. There should be multiple approaches to the problems of educating elementary teachers. In addition, concern should be directed to individualized instruction; simulation; self-study; the use of multisensory media; aspects of team teaching; testing laboratory experiences; built-in development, demonstration, and dissemination phases; built-in systems and cost analyses; and inservice education for all personnel conducting such programs.

We felt that results of such programs should be available as models to other institutions preparing elementary teachers. It was felt also that since teachers have multiple competencies and multiple as well as sequential effects on children, proposals for a program to prepare teachers should be geared to how children learn. The program should also relate to how teachers aid in developing learning strategies and skills within children. It was further felt that associative designs should be stimulated which demonstrated linkages with public schools and community and social agencies, linkages with graduate schools for teacher educators, and linkages with producers of preservice teachers. It was assumed that the above elements could be implicit in certain kinds of models.

Finally, a calendar for the design and development phase was presented. After the planning conference in August, the program was developed in the Office of Education and reviewed by the Research Advisory Council. The Request for Proposals was sent out on October 16. The deadline for submitting design studies was January 1, 1968. Contracts were awarded March 1, 1968, and the due date for completion of the nine funded models is now October 31, 1968. That will change the development phase that we will talk about later.

Late in August 1967, USOE, generalizing on earlier studies and the results of the consultant meeting, prepared a list of questions and the calendar for the proposed program. These were circulated rather widely with a request for considered responses from people in the field. The Request for Proposals, sent out in October, set forth nine program components that became general outlines for the proposed models. In addition, institutions that expressed interest in submitting proposals to plan and develop elementary models were sent a bibliography of research in teacher education prepared by the Office of Education. The program components became the crux of the plans that were submitted and the crux of the subsequent analyses by both Nicholas Fattu and myself.

The first program component deals with goals of teacher-training programs in relation to expected and measurable teacher behaviors and the rationale for each of those desired behaviors. The second deals with practices for selecting teacher trainees for the program.

The third is concerned with the professional part of the program. This includes the learning experiences and content to be provided to trainees in the following categories: (a) theory; (b) subject matter related to elementary school curriculum; (c) general approaches to instruction and specific teaching methods, techniques, and tools; (d) preclassroom clinical experiences including simulation, role playing, and the like; and (e) student teaching. In category three we also were concerned with teaching methods including tools, techniques, and grouping practices and methods of individualizing instruction in both the pre- and in-service programs.

The fourth category concerned the relationship of the professional sequence to the entire undergraduate program. For example, when a particular activity was to be introduced in the undergraduate program, what percentage of the total undergraduate curriculum would it comprise, and what nonprofessional courses—that is, outside the college or department of education—would be utilized?

The fifth dealt with types of content experiences appropriate for on-the-job or in-service training for graduates of the model program as well as with the methods and materials to be used in that category. Number six included faculty requirements and utilization patterns and in-service training for the college staff, particularly for the professional component.

Number seven called for evaluation and feedback techniques to determine to what extent trainees have acquired the essential teaching behaviors listed in category one, in addition to follow-up studies for the program graduates. The eighth suggested a multipurpose management and evaluation system with data storage and rapid retrieval capabilities. This would permit continuous diagnosis of student progress and frequent restructuring of trainees' learning experiences. The final category was a plan for continually and systematically assessing, revising, and updating the program. The seventh, eighth, and ninth categories often were combined in the plans that were submitted to the Office of Education for funding.

By January 1, 1968, 80 proposals had been received by the Office of Education. All submitted proposals were read, and the top 17 were selected by the Office of Education for consideration by a panel of field readers and evaluators. The panel met in Washington on February 5 and 6, 1968. Chairing the evaluation panel was David L. Rice, dean at Indiana State University, Evansville. The other members were Bob Gagne, professor of education at the University of California at Berkeley; Russell Kropp, professor of education at Florida State University; Don Medley of the Educational Testing Service at Princeton; and the author.

This panel, along with USOE personnel, considered over 20 proposed models very carefully and subsequently recommended 12 in three orders of priority for funding. Of these 12, 9 were eventually funded with the money available to the Bureau of Research. Approximately $1,075,000 went into the design phase. Mr. Fattu, who was on leave from his position at Indiana University to the USOE Bureau of Research, did an analysis and monitoring of the nine funded models.

Consequently, we wrote a proposal for AACTE and Temple University to receive funds to do this analysis concentrating on the 71 proposals that were not funded.

Before discussing the basic data in these 80 proposals, a few comments are in order. It must be realized that a majority of the institutions and their elementary educational personnel were not informed of this new program in advance of the Request for Proposals that was sent out in October 1967. This happened despite the fact that word-of-mouth information flies about as swiftly among schools of education as it does among other academic units and despite the fact that institutions and consortia that maintain offices dealing directly with federal government programs in Washington usually have advance notice of such programs. The majority of teacher educators of my acquaintance were not fully aware of the program until sometime after the request had been sent out. Perhaps a number of institutions chose not to enter this competition because of heavy staff commitments already made for the fall term. However, 80 proposals were submitted from 34 states and the District of Columbia.

All nine federal regions were represented in the 80 proposals. State colleges and universities submitted 56, 14 emanated from private and parochial institutions, and 2 state departments of education entered the competition, in addition to some regional laboratories. The American Federation of Teachers and four profit-making or nonprofit-making corporations not directly affiliated with colleges and universities submitted proposals.

The state education departments submitting proposals were Vermont and Illinois. The regional laboratories were the Northwest Regional Laboratory, here in Oregon, and the Upper Midwest Laboratory, located in Minnesota. Corporations submitting proposals included the American Institutes for Research; System Development Corporation; College Institute for Systems Development, Inc.; and the Scruggs Company.

Despite the reference in the Request for Proposals to coalitions of institutions producing large numbers of elementary teachers, less than 20 percent of the proposals came from consortia, or recommended the establishment of consortia or partnerships of institutions and other agencies, although one proposal did recommend the establishment of a national consortium for teacher education. Nevertheless, 15 of the proposals did make such specifications, including those from the state departments and the regional laboratories. The bulk of the 80 proposals came from single institutions.

Contracts were awarded to the University of Massachusetts; University of Pittsburgh; Syracuse University; Teachers College, Columbia University; University of Toledo, representing an Ohio consortium; Michigan State University; University of Georgia; Florida State University; and the Northwest Regional Laboratory. Russ Kropp, who served on the evaluation panel, absented himself during the discussion of the Florida State University proposal.

There was much variability in the size of institutions originating the 80 proposals. Half the proposals came from predominately smaller institutions. Almost three-fourths of the proposals came from institutions with less than 20,000 students. The number of teachers produced by the institutions submitting proposals ranged from 0—in the case of the corporations—to 866 at Michigan State. (These figures are based on the 1967 AACTE study of teacher productivity at the baccalaureate level.[1]) There was a mean of 204 elementary teachers produced at the baccalaureate level in 1967. Although no report on teacher productivity was available on 19 of the 80 proposals, it was noted that the largest number of submissions came from the 19 institutions producing between 200 and 299 teachers during the past year.

ACCTE member institutions were active in submitting proposals, generating all but four. Of these four, one was in partnership with an AACTE institution, and one corporation-originated proposal was directly affiliated with a member institution. All the consortium and non-higher education institutions' proposals were directly affiliated with our Association membership.

I want to comment a bit on the process of selecting the nine that were eventually funded. The Office of Education, both in the new Bureau of Educational Personnel Development and in the Bureau of Research, gave detailed and intensive readings to every proposal, including those that arrived after the deadline date. Records available to me indicate that no proposal was read less than twice or more than eight times by separate, independent readers. The average was four readings. Both subjective evaluative comments and numerical ratings were assigned by each reader to each proposal on a 1 to 5 scale, with 1 indicating a high score and 5 indicating a low score. The mean rating on all proposals was 2.99, with a high rating of 1.25 and a low of 5. After initial detailed reading and screening, the internal staff rated the top 17. Then the evaluation panel came in, reconsidered the top 17 and 3 others highly rated, made their recommendations, and finally the nine awards were made.

Of the nine funded proposals, eight came from multipurpose universities, including one consortium, and one came from a regional laboratory. As far as teacher productivity is concerned, barring the regional laboratory, two of the institutions funded produced less than 100 teachers at the baccalaureate level in 1967, while five produced between 100 and 400 teachers. One, Michigan State, produced 866 elementary teachers. With the exception of the regional laboratory, which is directly affiliated with a large number of AACTE member institutions, all the funded programs were proposed by member institutions of the Association.

The proposals that were funded tended to request larger amounts of money for the design phase than those that were not. The mean of funds requested for proposals that were accepted was slightly over $148,000, compared to a mean of $92,900 for the entire group of 80.

I derived 28 critical factors from the nine program components, the earlier discussions of the program, and my own analysis, with the aid of several consultants. The report that I will submit to the Office of Education deals with these factors in some detail. About all we can say here is that all top-ranking models that were funded and those top-ranking ones that were not funded presented detailed work on 17 to 28 critical factors in their proposals. No proposal that dealt with less than 15 of the factors was ranked in the top half by the USOE readers or by my consultants and myself. The possibility of successful funding seems to increase when specific attention is given to the details of the Request for Proposals.

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[1] American Association of Colleges for Teacher Education. *Teacher Productivity—1967*. Washington, D.C.: the Association, 1968. 110 pp.

After constructing detailed and extensive charts on these 28 factors for the 71 unfunded models, we summarized and presented those data in the report. I have given you my overall conclusions on that point.

In retrospect, after several months of work, the search for innovation and uniqueness among the unfunded models and their respective program components was not as exciting or rewarding as we had hoped it might be. Despite the fact that the Office of Education was quite specific in indicating that not all of the nine major components needed to be dealt with in the proposals and that the initiators could construct their own outlines, a rather surprising number of proposals did not even mention several of the major program components.

Several requests were merely proposals for the Office of Education to fund some existing program at the collegiate institution. This may have been due to misreading of the guidelines or simply to wishful thinking. Several additional requests related exclusively to the addition of one program component, or at the most two, to be added onto the basic elementary education program already in existence at the institution. It must be pointed out, however, that there was a great deal of confusion around the country on just exactly what the Bureau of Research wanted.

I will not go into great detail on the nine program components and the different aspects of them that I found to be of value and worth reproducing in the final report. I do, however, want to mention briefly some of the top-ranked nonfunded programs and what we did with the final part of the report.

The programs that were selected as top-ranked, but not funded for a variety of reasons, deserve public praise. These included Ohio University; University of Florida; University of Wisconsin; American Institutes for Research; University of Minnesota, Duluth; University of Houston; University of Northern Iowa; and the System Development Corporation. I gave special attention in this analysis to those top-ranked ones, plus several additional ones that I felt deserved mention and consideration by the field because they contained elements special enough to be worthy of consideration by all of us.

I chose to include eight or nine edited versions of these in the functional report. One was from George Peabody College for Teachers in Tennessee. This was a proposal for a 5-year program including four summers of work, two at the undergraduate level and two at the internship master's level. A 5-year tutorial continues throughout this program. The program is designed to prepare vertical teams of trainees at several levels of proficiency. Trainees are involved in both the research and evaluation components of the program. A fifth-year internship and a self-supporting clinical professorship are held in the public schools.

The Stanford University program, I felt, was particularly provocative. It was a client-specific program, individually paced, and was designed for working with differentiated staff and teacher aides. The 2-year team program was essentially at the graduate level. The Stanford program was one of the few that was pitched directly at preparing teachers to educate various types of disadvantaged children and youth. The strength of the Stanford program was its concentration on the development of new schools, on the assumption that it is hardly possible to prepare new elementary school teachers without at the same time developing pilot schools in the field. Others also had this feature, but I thought that Stanford's program really stood out.

The System Development Corporation proposal did not come from elementary educators, but it was the best developed proposal rooted in the utilization of the computer and modern technology. It was a 5-year program—heavily applied systems logic—had a lot of interesting models and charts in it, and was rooted in the use of technology.

I also have included in the final report an abbreviated version of the University of Tulsa proposal, which was also a 5-year program. It concentrated on the production of creative, self-actualizing teachers and was heavily rooted in computer-assisted instruction. Every trainee throughout the program would have to compute his own procedures and his own accomplishments. The model proposed the development of programed learning material for all of the general education sequence. It proposed the development of a learning resources center to be used extensively by trainees, and linkages with several regional laboratories for field experiences. As a substitute for student teaching, it proposed the development of a teaching project that the trainee would conduct sequentially to satisfactory completion.

The University of Illinois program was one of the few to concentrate on the preparation of early childhood educators. It was a nine-pronged systems approach to three different levels of training: early childhood, primary, and intermediate (or upper). It concentrated heavily on in-service and evaluation components and field work in community agencies.

The State University of New York at Brockport submitted an excellent proposal concentrating on computer-assisted instruction. The 4-year program of teaching behaviors established training modules and concentrated on learning strategies for teachers and children with heavy use of simulation laboratories and systems analysis.

Finally, I chose the University of Kentucky and Temple University. The University of Kentucky has a personalized approach and a close working relationship with public schools, tutorials, and teams of 20 to 30 trainees serving with one leading professor through several years. Although I will be accused of some kind of collaboration, I chose the Temple University program because of its proposed preparation of close to 400 modules of teacher behavior developed on systematic, self-paced procedures.

To summarize, there were a few commonalities in the above proposals to be found in most of the nine funded models and many of the others.

First, in response to the request for systems analysis of the programs, there was heavy *proposed* use of computers in elementary education.

Second, there was emphasis on individualized instruction, self-pacing, self-selection, and self-evaluation by trainees.

Third, there was a noticeable abandonment of traditional course and time structures. A number of proposals outlined programs that would run through several years, cycling and recycling certain students through several parts of the program as needed. However, the better proposals tended to give up the concept of courses and, in many cases, the concept of credit utilization and our usual concepts of the academic year.

Fourth, these proposals seemed to agree in general on many weaknesses in present elementary education programs. There were a number of good statements on those weaknesses.

Fifth, there was common agreement that many agencies needed to be involved in planning teacher education programs, rather than just the college of education. These agencies would include departments of public instruction, community and social agencies, regional laboratories, psychological clinics, academic departments, and the like.

Sixth, there was heavy reliance on the potential uses of audiovisual technology. There was also a reliance on the demonstration of good teaching and the use of technology in college teaching and in the public schools where trainees studied.

Seventh, there were numerous proposals for increased early involvement in concrete experiences with children. A few proposed beginning this in the freshman year, which goes back to the normal school pattern. Many of the better proposals tended to recommend 5- and sometimes 6-year programs. One proposal called for laboratory experiences beginning at the high school level, before students entered college.

Eighth, these curricular proposals called for enriched and extended laboratory experiences. Many included simulation, laboratory, and microteaching of various kinds. Student teaching received a lot of consideration. Some proposals indicated that the student teaching might well be dropped from the professional sequence if teachers were well trained earlier on behavioral tasks. Then supervisory and videotape efforts could be concentrated in an internship lasting anywhere from one term to as long as 2 years.

Ninth, many proposals recommended in-service programs to update elementary education faculty members. Tenth, it was noticeable that many planned a team approach consisting of professionals and paraprofessionals. This would mean the redefinition of roles of teachers, teacher aides, school service personnel, and other supporting personnel.

Finally, I would like to make a few criticisms. In general, there was not enough attention given to the uniquenesses of performance needs for teachers and the relationship of these uniquenesses of performance needs to instructional personnel in preschool and early childhood education. There was not enough attention given to the problems of educating the disadvantaged and to the in-service education of the staff. There was insufficient attention given to following up in-service graduates of the program and evaluating the program's effectiveness. No proposal really dealt with work relating to the problems of educating teachers of teachers; yet, that was one of the program components requested.

There was limited informed use of computer technology and other institutional techniques. There was much talk about such use, but there was not much evidence that it was really understood. There was also limited use of such related personnel as sociologists, anthropologists, and psychologists, and of test services, industrial-educational-technological services, and others. There was litle concrete explanation of the use of community and social agencies for teacher-training purposes.

There did not seem to be any real discussion of the purposes of education at the elementary school level. Yet, one might think that would be the place to start planning a program for preparing elementary teachers. There was an extensive discussion of what is, not what conceivably ought to be in the future, although there were a few exceptions to this generalization.

I also must point out that there was a great lack of any student involvement in the plans. Very few talked about self-pacing or students' being involved in directing their own learning experiences. Interestingly, where this concept was lacking, frequently the proposal itself would say that self-pacing was a goal they were trying to develop for children in the elementary school—who would be taught by teachers who had not had much voice in the process of their own education.

Last, there was not much concern given to training the teachers of teachers.

Nine models have been funded. We have been told that the Office of Education hopes to be able to fund more massively two or three development phase proposals. In your behalf, I wrote to Commissioner Harold Howe and suggested that two or three might not be enough and said that we hoped there would be funds to support four or five additional programs among institutions producing large numbers of elementary teachers. Otherwise, we will end up with two or three massive research locations, and most of the rest of us, who have produced the bulk of the elementary teachers of the nation, will not know much about what is going on in these programs.

The current leadership of the Office of Education plans to commit $25 million to $30 million to the development phase with the addition of other institutions over the next 4 or 5 years. We hope that can be broadened to include more than just two or three programs.

On the other hand, the University of Florida, which had one of the top-ranked programs not funded, has gone ahead on its own. The people there have set up their consultant panel and their internal planning teams. They are redefining their proposal and expect to put their program into operation as a totally new program. I urge that those of us who are interested in this subject, after examination of the educational specifications in the nine funded models, undertake to proceed on the same basis. Moving into a new developmental program might be one of the most exciting things in which we could engage ourselves during the next 3 to 5 years.

Persons interested in this analysis will find it available on microfiche through the Educational Resources Information Center (ERIC) system, and limited numbers of mimeographed copies will be available from AACTE at a later date.

NINE PLANS FOR THE EDUCATION OF ELEMENTARY SCHOOL TEACHERS

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Mr. Engbretson has given a comprehensive overview of the proposals of the various institutions. I will consider the "why" and "how" questions, then examine briefly the nine funded proposals. A complete picture of the proposals can be found in the monograph that will be circulated by ERIC about the nine funded plans for the education of elementary school teachers. This will be available in the usual ERIC publication form.

This monograph merely contains the plans. The final reports and specifications will be published separately by ERIC. It will then be possible for people in the field to compare promise with achievement, a very wholesome activity that should be pursued by a number of people. We do not receive enough criticism in the field of education or enough evaluation of what is going on, and there will not be much change until we do.

Why do we talk about change in teacher education? Why do we say that we want to introduce these nine plans for changing elementary education? Certainly, we could talk about general purposes, which could include improving the quality of life. There are many dimensions to improving the quality of life, but certainly this would be a fundamental concern. We also ought to consider equal opportunity for all, and this does not mean that all people should do the same thing.

Incidentally, I would like to mention a misunderstanding that was found throughout all the proposals and all the discussions—that was in the use of the terms *selection* and *allocation.* The term *selection* is misused in all these proposals in that the intent is not to set a score to eliminate anyone, but simply, under the individualized form of instruction, to allocate: to permit people to pursue the courses best suited to them.

Mathematically, the problems of selection and allocation have a completely different kind of solution. In the case of selection, out of a large pool of manpower we choose a few and reject most. In the case of allocation, we accept the entire manpower pool. Then we find the talents and the capabilities of each person and direct that individual—or help him direct himself—to those slots which would be most suited to his particular talents, interests, and ability to perform.

We need to define a little more clearly the "why," to give focus, to give clarity, to give purpose and relevance to our particular discussion. One of the criticisms of the proposals in general is that we talk in very vague, general terms about improvement without saying for what purpose. What are the criteria of teacher performance? Is it presentation skills? Is it the performance of pupils at the end? We ought to give very serious consideration to these questions.

The second point that we should be concerned about is the "how." I would like to mention that the Book-of-the-Month Club currently is offering the Servan-Schreiber volume, *The American Challenge*,[1] that shows how the American business community, for example, has dominated the entire Western European market simply by using up-to-date business management procedures. It is high time that the same kinds of business management procedures start being applied to education. If we, as educators, do not start applying them, they will be forced on us. A decision to do something is at the same time a decision *not* to do a number of other things. The resources of the country and of a community are not unlimited; therefore, I think that we are going to be called increasingly to account for the expenditures that we make at the present time and in the future.

PPBS—Planning, Programming, Budgeting System—which was initiated in the Department of Defense, is increasingly being applied to colleges and universities. For example, the University of Toronto has a very extensive model describing its operation. Charles Hitch, who was in the Department of Defense, is now president of the University of California. Yale University, Harvard University, and a number of others have started using PPBS. PPBS is an attempt to apply the budgeting procedures that we use in our private affairs and in private business to the affairs of the public. Planning is in such a form that we define explicitly what we are talking about, what is it that we hope to do. It is the "why" that I was mentioning a moment ago. Programing means taking the plans and figuring out how we would achieve what was planned in the original set of specifications. A program is useless unless there are at least three alternative ways of doing a thing. In the next phase, each of the alternative ways is put on a cost basis. What does it cost in terms of people? What does it cost in terms of time? What does it cost in terms of dollars? Then we are in a position to balance our budget. If we want, let us say, teachers who can teach at the higher mental processes level, who are concerned about the emotional and social development of individuals, then these are the things we need to do, these are the numbers of people we need, these are the costs involved. Now, we can double the cost if we want one other feature added; or if we eliminate a feature, we can halve the cost. In other words, we can systematically apply the kind of discipline that is applied in the competitive open market to the public sector by PPBS. You might be interested to know that, by Presidential directive, all executive agencies of the government are on PPBS as of last year, and they are systematically working in this particular fashion. Eventually I hope to see in the plans that are submitted a systematic PPBS that has been carefully thought out and indicates not only generally, but specifically, what benefits will accrue. And I predict that in dealing with our public we would find that the conditions would be much simpler, the element of politics materially decreased, and the achievements considerably enhanced.

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[1] Servan-Schreiber, Jean-Jacques. *The American Challenge.* New York: Atheneum Publishers, 1968. 291 pp.

I would like to turn to some of the proposals. The bulletin that I have prepared consists of 10 chapters. The first one is "Introduction and General Background," a topic Mr. Engbretson discussed this morning. The following chapters each deal with one of the funded proposals.

In the Massachusetts proposal you will note that there is some hierarchy of teaching competencies. Beginning with the subject matter level, the proposal then deals with the presentation skills and the professional decision-making kinds of skills. Along the vertical axis there are the primary skills needed, the secondary skills needed, and the related instructional modes. The related instructional modes include a number of considerations: program and computer-assisted instruction (CAI). I would like to comment on CAI. Although a useful thing, it is an expensive sort of thing, and the rewards are likely to be illusory. CAI is useful mainly for what we might call the knowledge level. I said the CAI was likely to be illusory and expensive because anytime we start putting materials on a computer the expense becomes very great in terms of the instructional materials. We are limited to what I call the knowledge level. You will recall that the taxonomy of educational effect comprises knowledge, comprehension, application, analysis, emphasis, evaluation, and problem solving. If we want drill, if we want something that has a completely determinant answer and is completely determinant in its structure, then CAI may or may not be useful; it should be compared with a number of other procedures that are much easier and much cheaper to operate.

There are also what are known as CMI (Computer-Monitored Instruction) and IPI (Individually Prescribed Instruction), which will utilize the computer in a sensible way. CMI merely provides a means of keeping a record of the total performance of the student, keeping a record of all available instructional resources, keeping a record of the profile of the individual; matching the profile to the learning style and to the kinds of materials; and through an elimination process suggesting to the instructor what the next steps might be. The instructor may overrule the machine because he sees certain things that are not seen by the machine; still, CMI, with its complete access to all the instructional resources potentially available in the nation, can be more useful than CAI. There are four corporations of major size that experimented with CAI about 4 years ago. Last year only one was still in the business, and it is planning to go out of it; so do not waste your money on CAI unless you have some very simple courses. For example, on our campus we teach computer programming, which is a very simple kind of skill. It requires an average of 4 hours to become a completely accomplished Fortran 4 programmer; and in this case CAI is very useful because all the materials have very fixed determinants, and the responses can be immediately evaluated in a completely objective fashion. Do not, however, get the notion that CAI is going to solve some of the difficult problems that you face in terms of human decision making in the teaching field.

Videotape certainly has been a most useful device and, in conjunction with microteaching, has for the first time been able to capture the performance of an individual, so that one can compare his performances at various levels. About 15 years ago we did a number of elaborate studies for the Navy on literacy training. What impressed the admirals in the Navy most was not all the statistics and not all the involved studies, but the ability to hear the students' progress just by playing back their reading performance at the beginning, middle, and end of the program. The progress in terms of subject matter, presentation of skills, and professional decision making also can be evaluated.

Independent study is a very important aspect of the whole program if concomitant with it are relevant materials and a workable scheme for learning. A workable scheme for learning, according to the most efficient modern procedure, consists of (a) behaviorally defined objectives for a particular unit or module; (b) materials that are related to those behaviorally defined objectives; (c) a pretest of these materials so that the individual is not taught something he already knows; (d) the variety of materials that can be studied in a variety of ways that have been tested repeatedly and revised; and (e) the final performance test. Note that I did not say *achievement;* I said *performance.* The performance test evaluates the ability to carry out the kinds of behaviorally oriented objectives that were defined at the outset of the unit.

Course work, lecture, and seminar are very important adjuncts. Lectures ought to be pertinent, they ought to be timely, they ought to be up-to-date. Word of mouth is still a very rapid and dependable means of communication for certain kinds of activity, and the seminar, properly used, can be very valuable, particularly with reference to what we would call carrying on dialogue or interaction. According to recent studies on the productivity of research organizations, whether industrial or university laboratories, the organizations that maintain their productivity—i.e., are at the top of the list in terms of inventions, publications, and discoveries: are useful to man—all evince this common, outstanding feature: They talk to one another. A person who, upon becoming an authority, stops talking with his associates is very quickly out-of-date. A person who is constantly interacting with his associates, who has clearly defined goals in mind, tends to be a productive individual, even up in his sixties. It used to be said that all discoveries were made by young men up to about 30, at which point they started slowing down. This is true in organizations that do not communicate. That is why the seminar method is an extremely important method. A group of people who interact on ideas, who are constantly reading and telling something new, are likely to be very productive.

Classroom simulation materials are another set of valuable instructional tools. About 5 years ago I was editor and author of the first three chapters of a book about simulation in education, in which we attempted to apply computer techniques to the field of education. Simulation in its simplest form means that an original situation, a model, is reproduced; this model is played on a computer, and from this many events can be predicted that could not otherwise have been predicted.

My son, who is in medical school, this summer has been experimenting with a model of the circulatory system. This is a model expressed in terms of partial differential equations. It is very mathematical; it concentrates on important parameters; it has devised values that are relevant to this system; and it can predict various kinds of unanticipated, unforeseen, and otherwise unpredictable difficulties. The only justification for the model is, in this particular case, its prediction capability. In either decision making or presentation of skills the important concern is not to play the game, but to develop capability; and a person who is very proficient at decision making is one who has several alternatives at his command and sees the consequences of these various alternatives as a series of what you might call conditional propositions: If such a thing occurs, then these consequences follow. The important concern in both presentation of skills and professional decision making is coping with a very large variety of alternatives available and knowing what is relevant in dealing with these alternatives.

I will touch very briefly on the Michigan State Model. You will notice that it goes from clinical experiences to the competent teacher, the competent experienced teacher, and the professional instructional leader, with all the accompanying features that we found present at each level.

There is the Northwest Regional Laboratory Model, which is known as the Palmfield Model. In it is a program evaluation component, a cost-analysis component. There are a series of intersecting units in the middle, a personalizing component, an instructional component, and a professionalizing component. Outside these three central core areas are the community ecology component and the institutional ecology component; then on the succeeding pages of the model are a variety of diagrams.

The Northwest Regional Laboratory Model describes the modality that I prescribed earlier for an efficient learning process: the pretest, the wide variety of media, the instructional modalities that are appropriate to those media, and the post-testing in terms of competence. Incidentally, this scheme did not originate with educators, but developed out of World War II training programs within a military situation by the Office of Scientific Research Development.

The Ohio consortium has a series of plans and indicates the general conceptual design for developing specifications in terms of this particular plan, with goals, teacher behaviors, behavioral objectives, and components for which the specifications will be developed. There are seven different components.

The University of Pittsburgh is probably most distinguished by its individualizing plan, the IPI (Individually Prescribed Instruction), which has been thoroughly tested by the Learning Development Research Center, has been applied in a number of school systems, and will be tried out in about 50 different school systems this fall. There is a general weakness apparent here: Of the 39 hours called for, the content of the 15 liberal arts hours is unspecified. I feel that we need to exercise the same discipline with reference to liberal education, apply the same question of relevance to our liberal arts courses that we would exercise and apply with reference to our education courses. And since this liberal education component often forms from two-thirds to three-fourths of the education of teachers, it seems to me an item of considerable concern.

I will mention now the criteria used for evaluating these proposals. One is total commitment on the part of the institution. This could not be an experimental program carried on at the side. This would mean that the institution as a whole has one and only one program, and that is the program that it has defined in its specifications. The staff is totally and completely committed to that particular program.

The comprehensiveness of the plan is certainly important. Does it explain in detail the listed components that were to be covered initially?

I think that staff competence needs to be emphasized repeatedly. By competence we mean the ability to do the job and to deliver. This means that the staff is willing to learn and that there is provision for it to learn. One of the things that impressed me about the Office of Education was the uniformly high level of staff competence. Further, 10 percent of the staff's time was spent in retraining—that was one full afternoon a week, from January through July. A distinguished teacher would come in to make a presentation on a topic of timely interest for an hour and a half or two hours; the rest of the afternoon would be spent in following up the various aspects of this particular discussion, getting further readings, and really keeping up-to-date. I do not know how many colleges or universities exercise that same sort of activity. Staff competence is not a matter of initial capability, because the things that you know now will be outdated 5 years from now. It is a matter of constant learning, of constantly being a student, and of constantly making provisions for new learning opportunities.

Capability is the next thing in management schema. I was disappointed in the management schemata that were given in many of the proposals, because they did not seem to be perceptive enough. When you know everything there is to know about a particular development, when everything that is to be discovered has been discovered, all you need to do is put it together. The management schema, the feasibility of a particular plan, can be pretty well evaluated in terms of feasibility as determined by the absence of surprise factors, the absence of the need to improvise and to fill in gaps that were not brought out.

Finally, I would like to indicate that instructional efficiency in terms of a functional relationship is probably composed of at least four factors. Goal clarification would be one of the factors. The relevance of materials to the goals and the diversity and variety of those materials would be another factor. The learning activities and other activities that are performed and their relevance to the goals are very important. And last is the need to give more instruction in the areas involved.

TEACHER EDUCATION AND THE CHANGING ROLE OF TEACHERS

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Contemporary society is making new demands on education that are far-reaching and pervasive. It seems to me that the urgent demands of some of our social issues and problems are touching education in very significant ways. Harold Taylor commented not long ago that—

> The circumstances of contemporary American society are now making extreme demands that our educational system is not yet ready to meet, a demand for an education of quality for those who have until now been deprived of it. A demand for the reconstruction of society from top to bottom in order to bring the fruits of an expanding economy in a postindustrial era to all of our citizens. The dimensions of the reconstruction reach from the establishment of equality and economy and social opportunities to the enrichment of the cultural and aesthetic life of all citizens.[1]

These demands also are having far-reaching effects on many of the well established notions about the patterns and structures of our schools and of the learning process. As Kevin Ryan of the University of Chicago commented recently in a talk to a NCTEPS conference,

> The old egg carton school building, with its standardized learning, is passing. With it is going the school day dominated by the bell signaling the beginning and end of neat slices of time—45- to 50-minute packages of knowledge to be consumed by all. We're being forced to abandon our belief that children learn best in classrooms of 25 or 30 and in quiet libraries with quiet books. . . . We're rejecting the notion that all children, even within the same track, should receive the same information and training and proceed at the same rate. Although there are still great counterpressures, there is a growing disaffection with the principle of solving the problems of American education by programming the children with more and more information. . . .

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[1] Taylor, Harold. *The World and the American Teacher.* Washington, D.C.: the American Association of Colleges for Teacher Education, 1968. 312 pp.

> . . . We are leaving behind all these ideas and structures because we are discovering that even our more intense efforts of the last 10 years are fundamentally bankrupt. We have been getting better and better at preparing children for a world that no longer exists.[2]

I suggest that, in the first place, society is making new, urgent, and compelling demands on education and that these demands are changing the traditional patterns of schooling and learning. Among those significant changes in education are important changes coming about in the role of the teacher. The *Prospectus* of the National Commission on Teacher Education and Professional Standards, used in conjunction with its recent Year of the Non-Conference, had this to say:

> The job of the teacher has become unmanageable. The self-contained teacher and the self-contained classroom and the self-contained school are obsolete. No single individual has the competence, energy, and time to deal effectively with all the responsibilities assigned to one teacher. No teacher can afford to operate in the isolated and insulated fashion which has characterized many self-contained classrooms. No school can remain vital and dynamic or up to date if its staff is out of touch with the community and the rest of the educational world. A progressive, affluent society cannot tolerate or afford teachers or schools which try to go it alone without the help and stimulation of colleagues.[3]

It seems to me that one of the most important and exciting things that have happened to our concept of teaching in many years, perhaps in the last half century or more, has been our current departure from the image of the teacher as an isolated adult working in lonely professional solitude with a standard-size group of children. The impossible demands made on a classroom teacher—demands ranging all the way from the most complex and sophisticated professional diagnosis to a host of routine clerical and custodial burdens—have convinced many of us, and school board members and teachers as well, of the validity of the concept of a supportive staff for the classroom teacher and of differentiated roles for classroom instructional personnel.

In an age of growing demands on the school for an expanding range of urgent social and economic objectives—demands that it often has been unable to meet adequately—it is more apparent than ever that we must abandon the concept of the omniscient teacher. Instead, we must view teaching as participation in an instructional team containing a broad range of properly coordinated professional and paraprofessional workers. Of particular significance is the changing role of the elementary teacher. The traditional concept of the elementary teacher has been that of a jack-of-all-trades generalist capable of working effectively with a group of 25 children for 6 hours a day in all or most of the subject fields. The alternative to this concept often has been seen only as the acceptance of the departmentalized approach common to most secondary schools, where teachers offer courses in various subject fields and students move from one instructor to another depending on the subject under study.

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[2] National Education Association, National Commission on Teacher Education and Professional Standards. *The Teacher and His Staff: Differentiating Teaching Roles.* Report of the 1968 Regional TEPS Conferences. Washington, D.C.: the Commission, 1969. pp. 72-73.

[3] National Education Association, National Commission on Teacher Education and Professional Standards. *Prospectus.* Year of the Non-Conference 1966-67—Emphasis: The Teacher and His Staff. Washington, D.C.: the Commission, 1967. p. 1.

Fortunately, however, an increasing number of school systems have decided that neither alternative adequately represents an appropriate pattern for instruction in the elementary school. Instead, they are turning with increasing frequency to approaches aimed at maintaining an integrated, coordinated approach to teaching and learning, while recognizing that the demands of the task require the special talents and energies of an instructional team, rather than of a single teacher.

Analyses of teacher responsibilities have disclosed many different levels of knowledge and skill. Some teaching tasks demand advanced professional knowledge and judgment of a high order, while others require professional skills of a quite modest level. Some facets of classroom instruction appear largely technical in nature, while others are of an essentially routine, clerical character.

All of these, to be sure, contribute to the education of children if they are planned and coordinated by an experienced, professionally competent teacher. It has become increasingly apparent, however, that all cannot and should not be carried out by the same individual. An increasing number of schools are departing from a monolithic view of teaching and are instead initiating staffing plans that use the talents of a broad range of persons—for example, the Fountain Valley Schools in Huntington Beach, California.

These schools have developed a plan that groups six classrooms, staffed by a regular, professionally prepared teacher, into modules under the leadership of a coordinating teacher. A teacher aide is assigned to each such ungraded module, and college work/study students serve as noon duty aides. In addition, there are parent aides for library, clerical, and instructional-material preparation duties. There are curriculum center personnel and shared services of a teacher of the educationally handicapped to help classroom teachers adapt programs to children who do not fit the regular pattern of teaching and learning. There is access to specialists in vocal and instrumental music, school psychology, nursing, and other areas. All of these supplement the regular teaching staff and enrich the learning opportunities of every child.

This kind of plan, in my judgment, encourages differences among teachers rather than demanding narrow standardization. Each teacher can depend on his colleagues for help in areas in which their talents and interests go beyond his own. Rather than viewing teachers as standardized, interchangeable parts on a vast educational production line, this new instructional team approach encourages differences among teachers and seeks to blend these differences in such a manner that each student is exposed to a broader range of experience, interest, and talent. Access to the assistance of aides, trained to perform a variety of clerical and subprofessional duties, frees the time of staff and coordinating teachers to plan with colleagues, to counsel students, to diagnose learning problems of individuals, and to carry out a variety of other important professional tasks aimed to improving teaching and learning.

Another advantage to this new concept of staffing is that it recognizes and provides for variations in learning and teaching styles. In advocating the matching of teachers and pupils, Herb Thallen of the University of Chicago commented recently that—

> Everybody seems to realize that some pupils perform better with certain teachers than with others. Surprisingly enough, although everyone recognizes that the interpersonal relationship between child and teacher is the heart of the learning situation, most systems used for grouping children overlook this factor completely. The grouping of teachers into instructional modules within a school under the coordination of an experienced teacher-leader and with access to supporting paraprofessional help makes possible a blending of teacher personalities and teaching styles and can substantially enhance the likelihood of achieving a better fit of school programs to individual children.[4]

These new concepts of the teacher have recognized not only differences among teachers in style, personality, and special interests, but also important distinctions among the beginning teacher, the regular staff teacher, and the outstanding career teacher. Some school systems are making provisions for beginning teachers to work in team relationships where they will have direct, regular access to consultation and help from experienced colleagues. Too often, promising beginning teachers may be lost to the profession because they are discouraged and disgruntled from having been given the most difficult and demanding assignments at the very outset with little or no provision for supervision, encouragement, or support.

Some school systems of promise these days are keeping and using more effectively their outstanding career teachers by assigning them roles of responsible leadership in instructional teams. Given such opportunities to enlarge the impact of their professional knowledge and skill, many outstanding teachers are being retained in classroom relationships with children rather than being shifted to administrative or supervisory posts. With these new opportunities for instructional leadership are coming modifications in status, in teaching load, and in compensation.

One other variation in utilizing teaching personnel is the employment of part-time teachers. I saw recently a notation indicating that our teacher shortage would be over early in the 1970's and that, by that time, most school systems would find they had more teachers who had been prepared some time previously returning to school for part-time or full-time assignments. So often in the past, superintendents and other school personnel have looked on part-time staff as a kind of last resort; it was only in emergency circumstances that they turned to part-time persons. Yet, as we look at the expanding range of needs within the instructional teams that I have recommended for your consideration, it seems to me that many schools will find themselves unable to afford the full-time services of a person with a particular talent or interest. In these situations they may indeed benefit from the resources, experience, talent, and energy of many well trained persons who are able to work in a part-time teaching position. It is also quite likely that persons in such a part-time role can free regular, full-time teachers for the planning, coordinating, and individualizing kinds of leadership functions that they find difficult or impossible to do when they are locked into a full day's schedule of teaching regular classes. This also represents one of the promising developments in teacher staffing patterns for the future.

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[4] Thallen, Herbert. "Matching Teachers and Pupils." *Education Digest* 32:10-12; May 1967. (Reported from *NEA Journal* 56:18-20; April 1967.)

Now, lest you think that this is all just the talk of a few people spinning dreams for what might be, I suggest to you that such ideas are beginning to be considered as proper subject matter, not only in professional conferences and conversations, but in professional negotiations as well. Witness, for example, the statement from part of a recently negotiated agreement between a teachers association and the board of education—called the School Committee—in Quincy, Massachusetts:

> . . . The Committee and the Association consider that . . . practices not now in effect in the Quincy school system and practices not yet developed by any public school system may make great contribution toward improving not only the quality but also the efficiency of the educational process. . . . Such areas include . . . use of nonprofessionally trained personnel to perform pupil supervision tasks outside the classroom, clerical tasks, the reproduction of instructional materials, and the like. They also include the possibility of measuring the obligatory portion of a teacher's workday in terms of the time required to perform professional functions rather than a stated number of hours, the possibility of a separate contract year . . . compensation related thereto for volunteer professionals who might undertake special professional leadership and development assignments, the possibility of so reorganizing the classroom teaching function as to permit more effective use of superior classroom teachers, and the possibility of identifying and describing characteristics of professional performance so as to permit more meaningful evaluation thereof.[5]

The agreement reported above calls for a joint committee of the school board and the teachers association to study and make recommendations on these matters. It pledges that the School Committee will not consider any recommendation unless it has gone first to the joint committee. It seems to me important to recognize that teachers, school board members, and other thoughtful individuals are beginning to see this, not as a wild notion of some distant future, but as a practical matter to be negotiated and debated in contractual relationships.

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[5] National Education Association, Research Division. *Negotiation Research Digest* 1. p. A3, September 1967.

I will consider now the implications of some changing concepts of teacher roles for the preparation of teachers. There are broad groupings in which some of these implications fall. Some of them relate to program differentiations; others, to matters of procedures or standards for selecting and retaining persons in teacher education programs; still others, to the area of cooperative relationships between schools and colleges and other educational agencies.

Turning to the first, greater program differentiation, it seems inevitable that ideas concerned with changing teacher roles and greater differentiation of these roles are bound to suggest an increase in program differentiations that reflect not only our present ones—focusing on grade level and subject variations—but also ones that take into account such instructional roles as teacher aide, technician, beginning teacher, or staff teacher. (By staff teacher, I mean a teacher who is past the period of internship or residency. Some writers recently have suggested that we might want to think of the beginning teacher as having about 3 years of internship and residency before he is certificated and accepted by the school system as a staff teacher.)

Another category of classroom teachers—coordinating teachers, or team leaders—would be persons of considerable maturity; persons of outstanding ability to coordinate, direct, and guide the efforts of other teachers; persons capable of filling a managerial-instructional-leadership role.

Certainly, there is an increasing need for educational specialists, persons who may not be full-time people in the classroom—perhaps scholars in one or another of the disciplines—but who have some significant contribution to make to the elementary or secondary school program. Other persons, of course, would be in various special fields, such as those of library and health.

The differentiated teacher roles and a support staff for the teacher help to break with the concept of universal teachers that we have accepted for so many years. I think it is clear that no teacher is equally good at everything. Each has strengths and weaknesses that should be taken into account in his training program as well as in his professional assignment. Although it continues to be important to prepare teachers to cope with the broad range of variations in students and in community settings, it is less than realistic to expect equal success with every teaching mode, every child, in all cultural settings. It is time that we paid more attention to the individual differences among teachers instead of acting as if the term had meaning only in relation to children.

"Take into account the individual differences of children" is a favorite catchword for instructors in colleges of education and supervisors in school systems. We say this at the same time we are engaged in a sort of lockstep, narrowly standardized program that seems committed to stamping out any evidence of individual differences and talents among those people whom we are preparing for teaching.

Teacher preparation programs, in my judgment, should recognize, accept, and even aim for a range of differences in styles of teaching and special interests among prospective teachers, and then assist school systems in employing and assigning teaching personnel in effective, complementary roles as members of instructional teams. Most of us are aware that prejudging the effectiveness of an individual candidate for teaching is a very delicate matter. One cannot decide whether a person is going to make it. It is often a matter of judging in the context in which that person works.

I can recall from the University of Maryland some very sweet young ladies from attractive Baltimore suburbs who simply could not have survived, would not have stayed in teaching, if they had been in certain assignments in the Baltimore urban setting, although they might have done very well in some other setting. Some of the same people could have made it if they had had some experience, contact, and opportunity for knowing about a different world before being cast into it in a produce-or-else situation. What I am suggesting is that people are different; they have different talents, different approaches, and different styles as teachers, just as children do. And if we can give more attention to fitting teachers to the children with whom they will work, we will be doing a great deal.

I would also suggest that we not only encourage the development of differences and strengths rather than deplore them, but also help school systems aware of the special talents and interests of individual teacher candidates employ these people in a way that seeks to bring together, enmesh, and blend more effectively their complementary talents, skills, interests. Rather than approaching a personnel task by saying, "I need to replace a third-grade teacher for next fall," a principal should think about the need to get someone to work with third and other grades who has a particular interest in remedial reading, for example. We need not only to emphasize variations among teachers, but also to encourage school systems to become aware of these and to employ staff so that the blending of these variations, interests, and talents represents the most promising instructional team.

Another program differentiation that is associated with the concept of changing teacher roles is the broadening of our objectives to include such things as parent education and service to society. With this broader concept of what teacher education is about, we may well be recognizing that programs in schools and colleges of education have important contributions to make to general education objectives, to general parent education, and to the role that parents indeed play in the educative process. Since we are now talking more about the possibility of a broad range of social service opportunities that our young people might consider as alternatives to military service or the Peace Corps, schools and colleges of education may want to develop training opportunities and experiences for persons to support this broadened concept.

Realistically, much of the education that we are suggesting young people need, and particularly young people with certain kinds of disadvantages or disabilities, requires a level of adult participation and involvement in the teaching-learning process beyond that which I think we can conceivably finance with full-time, fully prepared professional teachers. Consider, for example, some of the demands in working with mentally retarded children or children with language disorders. Many of the functions of delivery, chauffeuring, and materials preparation, as well as the simple management of children to and from bathrooms or assistance with meals, are all beyond what we are likely to see come about with a full core of professionally trained people. We may well be able to enrich and improve programs for many young people by using a broader circle of people at different levels of preparation and of commitment.

It also seems to me that the concept of changing teacher roles has important implications for the balance between theory and practice in programs for prospective teachers and related instructional personnel. For persons working in mainly clerical or rather narrow technical assignments there probably is relatively little need for much theory, except perhaps for the most basic insights into such topics as human development.

On the other hand, the person who will be coordinating teachers and team leaders needs to be a first-rate scholar, not only in the technical skills associated with effective teaching, but in the whole background of the meaning of these skills in theory, in the foundational understanding of human behavior, in the function of schools, and so on. Since these people need to understand the broadest possible range of alternatives available to schools and to teachers, it seems to me that we should emphasize much more heavily the aspects of theoretical backgrounds and substantive studies that facilitate the understanding of basic factors underlying certain practical skills and behavior.

The changing role of teachers also has implications for the selection and retention of standards for teacher education. Certainly, differentiation in the role of teachers should involve different admission and retention standards for instructional personnel, ranging from people who are involved in essential clerical tasks to others who are doing technical tasks at a more sophisticated level and to others who are educational strategists. To suggest using the same standards for admitting people to each of these programs and the same screening measures for advancing in the programs seems simply naïve.

Obviously, the standards for some of these newly developing instructional roles will need to be much higher than those that we have employed in the past—for example, those for the coordinating teacher. Others may well be lower than we have been accustomed to in the past—the teacher aide is a case in point. Indeed, some school systems have had quite promising and rewarding experiences in using indigenous personnel, many with a very limited educational background, from the area in which the program is being operated—people who have particular capacities for and skill in working in a warm, effective, human relationship with children and parents in a given community.

I think that this greater flexibility in selection and retention standards may help us out of our current trap of seeking about 2 million geniuses—

persons of outstanding intellectual and social talent to fill classroom teacher roles in the schools of the nation—and then using this same pool from which to recruit all of our administrative and supervisory personnel. We are looking for 2 million top-talent people, but we are putting many of them in jobs that are largely clerical and routine in nature. Then we try to steal away these people for filling administrative and supervisory posts on the grounds that every administrator by definition needs to be an experienced classroom teacher. Perhaps the broadening of the continuum of teaching roles will enable us to recruit and use effectively a much broader range of persons with varying talents, energy levels, and commitments to teaching.

It seems inevitable that these changes in roles are bound to place a greater emphasis on performance criteria than on degrees and credits in assessing the effectiveness of people. With about half a dozen different kinds of instructional positions in the school, it will be necessary to ask what makes a difference in the effectiveness of each of these jobs. This, I think, is going to draw us away from the notion that it is simply a matter of more courses and more credits and lead us to ask what they are able to do as a consequence of these experiences that they were unable to do without them. This is easier said than done, of course, but the new criteria for accrediting programs of teacher education seem to have moved very promisingly toward an emphasis on performance evaluation. Certainly, many of the things that are being talked about now as a result of the interest of the National Commission on Teacher Education and Professional Standards, and others, also are emphasizing greater attention to performance and what difference programs make rather than to the form and length of the programs.

Let me move to the final area of implications, which is concerned with greater cooperation and coordination among colleges and school systems. It seems inevitable that this will come about if we take seriously the developments in changing teacher roles. It is clear, for example, that no single institution is likely to be able to train for all of these roles; there is going to be such a broad range at such different levels that institutions will have to choose areas of concentration.

For example, junior colleges and technical schools have logically growing importance in the area of training teacher aides and technicians. Rather than assuming that this is an infringement on schools and colleges of education, we ought to be saying that this is probably where that job is best done; let us assume the responsibility for training the trainers, rather than assuming that we will do the entire job—preparing teacher aides and other auxiliary personnel as well as regular teachers.

School systems, of course, need to be involved in programs of teacher aide training. Perhaps the major training agency, and certainly school systems, will need to play an increasingly important role in the residency concept that is associated with the difference between a beginning teacher and a staff teacher. Rather than continuing to support the notion that completion of the college teacher preparation program results in a polished, finished product, we are increasingly recognizing that this simply represents a recommendation that the person is now qualified to move into a program of internship and residency that provides him opportunities for independence and autonomous professional behavior.

Such an approach will probably cause universities and colleges to maintain an obligation to their graduates beyond graduation from the university and on into the field experiences that follow for the period of internship residency. Cooperation will call for more careful analysis and more structure in programs of teacher education in order that advanced programs can be built on the basic ones and that different institutions and faculties can do the task for which they are especially qualified. Although this approach might seem to run counter to the concept of individualization and differentiation of programs, I do not believe it does. Rather, it seems to me that everything cannot be done in one package or necessarily by one agency or one institution. We need to move in the direction of greater articulation and greater analysis of what we are trying to do, what we think we are accomplishing, and how the various parts fit together.

It also suggests to me that we may need to rethink those things which are uniquely associated with our own resources and talents. I have had a feeling for some time that in college programs we often make the mistake of assuming that our full-time college faculty are best able to provide the supervision of laboratory experiences, student teaching, and so on, when I suspect they are one of the few professional groups in the world who grow progressively less qualified for this assignment with passing years of experience. Most of them are further and further away from direct contact with classrooms and children in the actual role of the teacher. Rather than support a concept of college faculty utilization that makes people less qualified as they gain more years of experience, maybe we should recognize that the people really best qualified for directing and coordinating field experiences in the classroom are public school classroom personnel. Our task, then, is to find those people, train the best of them, relate them to our colleges and universities, and depend on them to give leadership and direction to these programs, while recognizing that the unique talents and resources of our regular on-campus college faculty are more closely related to foundational studies and theoretical applications and implications.

It seems to me that there is in teacher education today, not only from the aspect of changing teacher roles, but certainly with that as an important factor, an urgent need for theory development in order to provide a broad context in which institutional experimentation can be conducted and in which many such efforts can be coordinated. Otherwise, programs will be fragmented, criticized as unsubstantiated, and in some cases abolished. We cannot depend on federal agencies and foundations to plan and finance these efforts; we must begin to assume the financial and planning obligations within our institutions. Education of the nation's teachers is too important to be left to politicians and foundations. We need their help, but the leadership for such reexamination must come from the scholars of the process of teaching and learning, with serious efforts to involve scholars from other disciplines and the various social agencies that can help move such ideas forward.

I will conclude by emphasizing that the concepts of changing teacher roles are exciting and important. They are here to stay. I think that they have profound implications for programs of teacher education, and I urge that each of us engage in experimentation and systematic study of their implications for our own programs.

THE AACTE: WHERE ARE WE GOING?

Committee on Studies

F. Robert Paulsen, *Chairman*

My report is somewhat of a continuation of the report we made at the AACTE Annual Meeting in Chicago last February. I would like to review the structure of the Committee on Studies. It consists of 10 members elected for 5-year terms. Each year, we have two new members, and two others retire. There are four ex officio members representing the Associated Organizations for Teacher Education, the National Commission on Teacher Education and Professional Standards, NADSTEC, and (a recent addition as an ex officio member) the American Educational Research Association.

This Committee historically has concerned itself with listening to ideas and proposals emanating from the membership, and then with advocating either subcommittees or ad hoc committees to study the projects. Its history would indicate that during the past few years some of the projects have spun off. Two illustrations are the TEAM Project and, more recently, the NDEA National Institute. These were ideas that were discussed initially by the Committee, and it was felt that they were of such consequence that a more ongoing sort of organization was needed in order to effect their objectives.

During the past 2 or 3 years, the Committee has felt that we may not have projected a program far enough in advance of interest to membership. Consequently, we have attempted to continue an ongoing program as in the past but in addition have considered means of reorganizing and perhaps projecting an entirely different kind of program for AACTE. Thus, the current plan is to organize five new subcommittees dealing with the Teaching-Learning Process; Academic and Foundation Disciplines; Social Forces, Trends, and Educational Relevance; Technology in Teacher Education; and Policy Making and Implementation in Teacher Education.

After considering the new subcommittee structure, we felt that what had been lacking in the past and should be effected now was an implementation organization within the Committee and AACTE itself. The ideas that emerged concerned, first, the establishment of a National Center for Teacher Education—which we hope we have explained sufficiently to the membership, while recognizing that the very nature and title of such a thing as a National Center will continually need some explanation. Second, we felt that in implementing the new program we would have to do something, maybe several things, to get information out into the field. This appeared to be one of the disadvantages of past activities. We have heard repeatedly from many of the institutions (many of the active members) that they only heard once a year what was going on in different parts of the country, and they would like to have a better dissemination service. Consequently, the information retrieval system, the ERIC idea, has been incorporated into the overall program. And last, of course, we did not want to do away with the special projects, since these are important from time to time as ideas have been presented to us.

Let me take these three factors in reverse order and indicate that at the present time we have not forgotten special projects. We have been challenged by one, for at least 6 or 7 years, on the teaching of values. We found that the Subcommittee on Values would get excited about the prospects of doing something, then for a period of 2 or 3 years would accomplish nothing. The subcommittee convened three or four times, but we would find that it was impossible to get funding for the project, although it has periodically arisen as one of importance to the membership. We have continued working on the prospect of developing a special project in the teaching of values, and we hope that by the end of the current year we may have something significant to report.

I will not mention in any great detail the establishment of the ERIC Clearinghouse, as Joel Burdin will speak about it (see pages 61-62). We consider this a vital part of the new type of stress for the Committee on Studies and AACTE in general.

Last, however, I would like to mention the National Center again, to indicate that there will be five or six different types of activities in this Center. The first will be the development of models of teacher education programs somewhat similar to the kinds of models about which we have heard during this conference. In addition, we wish to present as far as possible concise definitions of models which might be disseminated to the membership at large. We are not in any way attempting to suggest that there is *a* model for teacher education or that the name "National Center" has any significance aside from lack of a better title. It will not be an attempt to say that this is *the* program for teacher education about which all of us should be concerned in our respective institutions, but will be an attempt to disseminate information about models generally. We hope that the National Center more frequently will sponsor types of conferences, clinics, and workshops instrumental in disseminating information about these new programs.

Another activity would be an attempt to have scholars in the various fields affiliate with the Center in a sort of think-tank operation in which we might draw from them over a period of time ideas by which we might move forward with some development in teacher education. We hope to sponsor a type of program with considerably more faculty involvement in its development. We recognize, however, that many of us who, as college administrators, attend these conferences find that back on our campuses it is a little more difficult than Mr. Proctor and others have suggested to call on the telephone and say we are ready to move on a particular kind of program. So, we look for a type of involvement where our faculties may participate in this National Center.

In addition to that, we hope that we might also have graduate student involvement, which would be somewhat unique in the sense that it would be going beyond faculty to involve even students who by and large will be faculty members in our institutions someday. Last of all, there is the development of program materials that could be disseminated from the National Center.

I might mention briefly the recent activities of the Committee and its staff. As most of you know, Mark Smith is secretary to the Committee. Mark, Jerry Mars, and I have visited, during the past 3 months, three foundations, all of which have expressed interest in funding an aspect of this program. Those of you who have had some experience with foundations know that this can be a long process, so we should not look for results overnight; but we hope that by the February meeting we can make a rather significant progress report on the funding of part of this entire venture. Perhaps by 1970 there will be a significant operation.

Committee on Public Relations and Publications

JAMES WARNER, *Member*

Before talking about where this Committee is going, I think it is necessary to talk about where it has been. I am told that in the beginning the Committee met once a year and consisted of college news bureau people who arrived in Chicago, had a good time, and did not do a whole lot. I do not know whether that is an accurate description, but it certainly does not describe the Committee as I have known it in the three times a year we have met to provide continuity in our work. Our orientation has moved away from outright publicity. For a time, the Committee produced a very helpful publication, "Public Relations Ideas," which it distributed to information specialists around the country. More recently we have produced the newsletter at the Annual Meeting and the "Eye Opener" at the School for Executives.

But as the AACTE has grown in its scope and its outlook, so this Committee is broadening its outlook, too. We are not nearly so concerned now with how we might get AACTE mentioned in the newspaper as we are with how we might assist all people who are involved in teaching and teacher education to understand their role in public relations. We are convinced that a teacher's relationship to his fellow teachers, to his students, and to the general public really says more about the merit of teacher education and the teaching profession than anything put out by news bureau people or publications editors.

The Distinguished Achievements Awards, which are now a feature of the Annual Meeting, originated in the PR Committee, and the substantial entries and their quality each year speak for the value of this program. More recently, we have taken on the responsibility of assisting the Washington staff with its publications emanating from AACTE. We have tentatively just begun to explore the possibility of producing a short motion picture that might be used to show college public relations and faculty people how they might best cooperate on effective PR programs. Similarly, in the past year or two at regional district meetings of the American College Public Relations Association, we have discussed with PR men how they might do a better job of promoting teacher education on their campus. I think that as AACTE becomes further involved with the federal government this Committee's work will be closely coordinated, because there is a great need for liaison between government officials and public relations specialists.

Then, as a final piece of evidence of the change in the outlook of this Committee, following is a description of its composition. In the past it has consisted of five college public relations people, usually news bureau people or editors of publications, and one representative from the academic community, making a total of six. (Frankly, in the time that I have been with this Committee, the academic representative has contributed very little.) However, we filled two recent vacancies with educational administrators who will actively participate in this Committee. So we bring together four people whose orientation is public relations and two who have a better feeling for all that teacher education is. Therefore, I think it is apparent that in the future our Committee is going to be involved less with outright publicity and more with assisting AACTE in serving its member institutions, in working with the federal government, and in producing more and better teachers for this country.

Committee on International Relations

FRANK KLASSEN,
AACTE Associate Secretary

It is very simple, analytically, to tell you what the Committee is supposed to do: We are supposed to stimulate and facilitate activities that promise to infuse American teacher education with an international perspective; to encourage the application of the skills, experience, and commitment of American teacher education to the problems of teacher education on a global scale; and, finally, to engage in those enterprises which will put AACTE and its member institutions right in the midst of cooperative, worldwide efforts to improve teacher education. I think most of you would agree that a certain degree of humility is required in assessing the degree of leadership that we can give in this particular cast. This is part of our problem: We have tremendous objectives, we have the world lying at our feet, and we have somehow to strike a balance between extreme optimism about what we can do and extreme humility so as to not inhibit action. The entry points and the attainable goals are not easily discerned, but I can speak just briefly about what we have been trying to do. This is really a culmination of a lot of work by Committee members, by my predecessors, and by others who have worked on committees since time immemorial—at least 20 years.

The Committee on International Relations plans to conduct in the coming year a number of programs related to each of three objectives—one domestic, one foreign, and the other international cooperation. We have tried to demarcate our efforts in this way. The first is something that is relatively new with the Association, and that is to conduct curriculum materials development projects overseas. Essentially, this is the fashioning, the creating, of a series of consortia of institutions whose mandate is to select people from within their organization who will be responsible for moving international education ahead on their campuses.

What happens here is that the consortium representatives from each of these institutions are matched with a series of educators and scholars or groups from overseas—for example, the Caribbean. They meet for a period of 4 to 5 weeks after an orientation session in which the American and the foreign teams sit down together to develop a course of studies on that particular region for use in American college programs, world affairs institutes for high school teachers, etc. This is a particularly difficult problem, because most of the study tours overseas are spent in buses rattling over the Yugoslavian sand dunes or observing the pyramids (from afar or from close up); but rarely do the participants have an opportunity to write down, to articulate what the essence of that particular culture is for use on American campuses. We have conducted three of these programs—in the Caribbean, in Africa (there is another one initiated for Africa next year), and in Southeast Asia—in which 4 consortia of about 10 institutions have had an opportunity to build curriculums in cooperation with foreign professional people—the best in their fields in the social sciences, humanities, and education—for use on the campuses over here. It is something that puts people through a wringer because they are caught between the validities of the overseas situation and their American critics—local educators and scholars—and must provide a course of study.

This is something we would like to continue, but probably in a different fashion. So far we have conducted these programs from Washington; but we would be very happy to make available to AACTE member institutions a program of action and procedure whereby they can develop their own consortium, and we will certainly assist in and facilitate orientation programs, the getting of money when possible from funding sources, and so forth. This is one area where teacher educators—not students, but teacher educators—are now developing new competencies in the field of international education and understanding.

Second, we will be continuing the study tours. These are for administrative leaders who have a lot to say, I understand, about the allocation of resources, staff policies, and so forth on their own campuses.

We are continuing, domestically, studies that we hope will move teacher education and international affairs ahead on the campus. The most recent one is *The World and the American Teacher* by Harold Taylor,[1] which takes a philosophic and hard-hitting view of what the problems are and how campuses can move ahead in this field. We are continuing to join other agencies in conferences.

There are, of course, a number of other activities that we will undertake. Let me go quickly to the transition between domestic and foreign. The Association has conducted over the past few years an administrative internship program on higher education that brings leaders from foreign countries to the United States, under the tutelage and collegiate status of a president, dean, or chief administrative officer of a university here, to learn something about administrative techniques that can be of some assistance to them at home.

We could go on and on, because nobody knows where we are going. It depends a lot on plane schedules and international relations. However, we have made a significant breakthrough into the field of international cooperation through the International Council on Education for Teaching (ICET). If I might just state it quite boldly and candidly, ICET represents 15 years of inactivity, which I think the Association recognized; but there are many good points to it. The Association saw an avenue through which we could expand AACTE into an "International" Association of Colleges for Teacher Education. We are not intending to change the name of the Association, but we are planning to work through ICET to cooperate with efforts around the world—with the 5,000 to 7,000 institutions that prepare teachers around the world—to get at some of the basic problems that affect them in new areas of accreditation, in the effectiveness of their institutions programmatically, and so forth.

The AACTE Executive Committee has provided funds to establish the first Secretariat of ICET in the AACTE offices. I will act as the interim executive director, but the officers are international, from almost every continent in the world, and we are already in discussion with various funding agencies and international organizations to conduct studies, surveys, and projects in a manner in which AACTE strength will work with other organizations around the world to improve teacher education. It is the problems of America, multiplied at least 125 times, and we know it is a fantastic job; but we appreciate that the Executive Committee does have the confidence in the Committee on International Relations to move in this direction.

Committee on Government Relations

PAUL MASONER, *Chairman*

The Committee was established just last spring. It represents a new and major effort of the Association in the field of government relations.

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[1] Taylor, Harold. *The World and the American Teacher.* Washington, D.C.: the American Association of Colleges for Teacher Education, 1968. 312 pp.

However, it should be pointed out that the establishment of this Committee does not mean that the Association has not been engaged actively in government relations in the past. On the contrary, over the years the executive secretary, his associates, the officers of the Association, the several standing committees, and individual members from time to time, both officially and unofficially, represented AACTE in a variety of activities with both the legislative and the executive branches of the government.

The decision to establish this Committee and to assign to it some specific and ongoing responsibilities was a decision to move from what might have been called an ad hoc involvement in government relations to a careful and deliberate policy and program. This is what the Committee views as its role and responsibility. This new venture of AACTE—representing institutions producing more than 90 percent of teachers and other educational personnel in the United States—is a decision to become a voice for teacher education in government relations.

This decision of AACTE, developing as it did over the last 10 years, has not come as a surprise to any of us, because in this same decade the U.S. government has begun to move in the field of education, and particularly in the field of teacher education. The U.S. Office of Education, long a minor division of the government, suddenly has become, in the eyes of all of us, an educational giant, working in a variety of ways in both public and private education—elementary and secondary education, higher education, teacher education, and educational research—dispensing billions of dollars for the support of activities.

With this happening, it becomes not only a desire but a responsibility of AACTE to become involved. It is interesting to point out that, almost coincidental with the decision of AACTE to become officially involved in government relations, the Congress established a coordination of a wide variety of activities relating to the preparation of teachers and paraprofessionals through the Education Professions Development Act and the new Bureau of Education Professions Development headed by Don Davies. Since the Committee has been in existence only a short time, all I can do at this moment is tell you of the Committee's preliminary thinking in regard to policy and procedure and its initial activities.

First of all, there is a general agreement that the major responsibility of the Committee is to serve as the effective voice of the Association before the government in those areas of education for which the Association and its member institutions have a clear responsibility. (I would like to point out, parenthetically but very clearly, that this responsibility relates to teacher education. It must be understood that many other areas of education have both direct and indirect relationships to teacher education, many of them significant and vital, which thus may often fall within the scope of the Association's concern and responsibility.)

In its initial thinking, the Committee has thus far viewed its task as encompassing the following major activities: (a) working directly with both the legislative and executive branches in developing proposals for new legislation; (b) working directly with legislative and executive branches in developing proposals for the revision of present legislation; and (c) working cooperatively with the executive branch in matters relating to long-term educational planning and to the implementation and administration of educational legislation. I might add a fourth activity, in which a variety of informal kinds of mutual assistance could develop effectively merely from establishing close and friendly working relationships between the professional staff and committee members in AACTE and executive and legislative staff in the federal government. This we view as an important and official step that will make possible the accomplishment of the others previously mentioned.

In order to accomplish these particular tasks, the Committee sees a number of major initial and continuing responsibilities. First, we should organize a system of continuing communication with teacher educators and teacher education institutions, specifically those affiliated with our Association, in order to develop clear policies and points of view as representative as possible of the voice of teacher education and the Association.

A second task is to develop a system that will make it possible to channel ideas, suggestions, and points of view to the legislative and executive branches of both federal and state governments as the formulation of legislation concerned with teacher education or its broad concerns is either needed or anticipated.

A third responsibility is to establish a series of relationships with the executive agencies responsible for administering educational programs—the U.S. Office of Education, the Office of Economic Opportunity, the Department of Labor, state departments of education, and others—so that teacher education organizations and institutions can make a significant contribution in the development of policies and procedures in regard to legislation and its administration.

A fourth continuing responsibility is to act as a liaison with executive branch agencies and the field of teacher education for the transmittal of information and data needed for effective administration of educational legislation. At the same time, we would serve as a means of bringing to the attention of all member institutions up-to-date and significant information that is important to ensure the participation of our member institutions in various types of government educational programs. Before any legislation itself comes to the floor of the House, news does become available concerning its intent and long-range planning, and it often can be most helpful if this information can get to institutions well in advance of the actual decisions by the Congress or by the Office of Education.

A fifth continuing responsibility is to develop close working relationships with committees similar to our Committee on Government Relations that we find in other educational organizations such as the National Education Association, the American Council on Education, and others, so that we can share information and ideas and, when appropriate, act jointly with them.

I believe that right now the role of AACTE in educational matters at the state level is not completely clear; but, recognizing the very important responsibility of the 50 states in education and educational legislation, it seems to the members of the Committee and to others that we need to explore and develop very carefully AACTE's role at this level of government. There are a number of possible developments to which we have given some brief consideration up to now. One is the significant role that the State Liaison Representative of AACTE might play. Another is the possible organization of state AACTE associations as we have seen happen in Ohio and as is now at least in a planning stage in Pennsylvania and perhaps in other states as well. Third is the possible informal or formal role of AACTE member institutions that can give leadership to educational activities and to the proposals or support of good educational legislation within the states.

Even before the first meeting of the Committee some danger signals appeared on the legislative horizon in respect to the Education Professions Development Act. Proposed reductions that were anticipated because they had been recommended by the House Appropriations Committee in early June appeared to be so serious they would nullify everything new that was proposed under EPDA. At that time, we sent emergency letters to all institutional representatives. We sent special letters to institutional representatives whose representatives in the House held key committee responsibilities. We were seeking the help of all of you in writing, telephoning, or visiting with your Congressmen and with key members of Congress in these particular committees to bring to their attention the very real need of adequate funds for EPDA. Our response from the field—and this was perhaps the first time AACTE engaged in this particular kind of effort—was immediate and vigorous. We had letters, we had telephone calls, we had word-of-mouth information about what you had done: You had talked with your Congressman, you had written him, in some cases you had visited him. I know that we cannot very well evaluate our effect just by what happened in the House of Representatives, but we do know that a floor fight occurred, led by Representative Edith Green, which resulted in a restoration of practically all EPDA appropriations, with a total appropriation of $127 million, which was just $2 million below the figure asked for by the President. A second letter to institutional representatives was sent a bit later urging similar communications to Senators because this same appropriation had come before the Senate.

Monday night we listened to our Congressman speaker, who said, "One single letter that spells out reasons for a particular bill may often be the decisive factor in causing a Senator or a Congressman to vote for the bill" (see page 17). I want to say also that once the bill is passed, once it is signed by the President, your Committee will still remain active, because there is still the question of the $6 billion reduction that the President has been requested to make by the Congress. We will be writing to the Secretary of Health, Education, and Welfare and to the Commissioner of Education, representing AACTE and telling them that, while we recognize the need for reduction in federal expenditures, we believe that the EPDA appropriation has been set at a minimal figure now and that if it is to continue to be effective, little or no reduction should be made at this point.

The Committee has met with Commissioner Howe, with Associate Commissioner Davies, and with other key people in teacher education. We were received very cordially, and we have an open invitation from them to continue to meet from time to time and to become involved in mutually supporting efforts in such matters as recommending panels, recommending new staff for USOE, suggesting changes in guidelines, or developing new guidelines. These are some of the areas in which both Commissioner Howe and Associate Commissioner Davies indicated that they welcomed AACTE's help.

Finally, the development of policies and plans for action must be truly representative of the interests of member institutions and must reflect their wishes. Hence, the Committee, Mr. Pomeroy and his associates, the officers, the Executive Committee, and all of you must be involved in a way that will truly reflect what we ought to be doing. One thing is certain: The strength of the program in government relations will depend on the full and complete participation of all member institutions and their representatives and faculties.

Evaluation Committee

EDWIN P. ADKINS, *Chairman*

Two years ago at the School for Executives this Committee began its work. Its job was to take a look at the standards that were being applied by the National Council for Accreditation of Teacher Education and ask our colleagues throughout the country what they thought about them and where they thought they might be improved, then see if we could come up with a revised set of standards that would be more acceptable to all of the profession and NCATE for application in our institutions.

We have accepted the point of view from the very beginning that this is an all-profession job, to be done by all of the profession for the benefit of all of the profession. It is a self-improvement project. It is one phase of our professional activities that should lead eventually to an improvement in programs in teacher education. The key word has been *involvement.*

We have selected eight colleges and universities to be guinea pigs in this coming year. They now have the preliminary standards in their hands; they are preparing themselves for the visits of people from our Committee and from NCATE in this coming year. They have been briefed by members of NCATE and by members of the Committee and seem to be getting along pretty well in their preparations. These institutions are Bethany College, a liberal arts college in West Virginia; Elmhurst College, another liberal arts college in Illinois; the University of Detroit, a medium-sized, urban kind of university; Moorhead State College in Minnesota; Sam Houston State College in Texas; San Francisco State College in California; and two larger universities, the University of New Mexico and the University of Georgia. These institutions are now preparing for visits on the basis of the new standards, and this is really the year of the trial run. This is the year we have been looking forward to. We do not know how good the preliminary standards are at this point until we try them out.

We have suggested a new role for the visiting team. No set of standards, however good or poor it may be, can work unless the visitation end of the program works. I suspect, as a matter of fact, that institutions are concerned more with the way the standards are applied than with the standards themselves. Therefore, we have felt that it is equally important to work with NCATE. All the people involved in NCATE have been extremely cooperative from the very beginning and are as concerned and vitally interested in this project as the AACTE organization is.

In any event, this is the way the visitation will work this year in these eight institutions. The finished report from the institution will come in about 2 months before the visit from the team. These reports will be distributed to the members of the visitation team. Each member will read the report carefully, note deficiencies or questions, and send the copies of his report back to the chairman with his suggestions for what ought to be looked into a bit more. The chairman, armed with all these suggestions from the team members, will then make a preliminary visit to the institution. His job, while he is on that campus for 2 or 3 days, will be to verify the content of the report, answer questions, and dig out as much additional information as may be necessary to answer the questions raised by team members. Theoretically, we can then assume that most of the questions that the team has raised will have been answered. Then, when the team comes on campus it will have more time to talk about the real content, the real direction of the teacher education program. It will not have to spend nearly as much time verifying the report and doing the sort of detailed operation as has been typical of our teams in the past. It will have more time to make judgments about the program. Therefore, we think that it might result in better evaluation of the institution.

We hope to know whether we have been thinking correctly by the time we have gone through the eight visitations this year. After the team has completed its work on the campus, it will write its report, which, together with the institution's report, will be sent to the Visitation and Appraisal Committee. This Committee will analyze the programs of each of the eight participating institutions and formulate recommendations to NCATE on their accreditability. In May 1969, the Council will act on these recommendations.

Following this meeting, the Evaluative Criteria Study Committee is sponsoring a final evaluation session on the eight tests to determine what revisions should be made in the proposed standards in light of the test results. That Committee plans to make its recommendations for new standards to the AACTE Executive Committee in October 1969. After approval by this group, they will be transmitted to NCATE for adoption and implementation.

NDEA National Institute on Advanced Study in Teaching Disadvantaged Youth National Steering Committee and Task Force

ARTHUR PEARL, *Chairman*

I speak to some extent for myself, but to a large extent for the group, when I say that we felt that our job in the National Institute was to be a catalyst for change; that there was no question, from the standpoint of standards or criteria of the product, that we were turning out a very poor product in dealing with disadvantaged youth—and for that matter all youth receiving an urban education. Our concern very clearly was to begin to identify those areas where change had to take place.

We were particularly concerned with two areas. One area defined those dimensions of disadvantaged youth that had relevance to teacher education, and the other defined those particular activities now going on in teacher education that reinforce class, race, and ethnic biases. One clear area of change is in who is selected to teach. There can be no question that, at this particular time, by what we call standards in education—both for those who are permitted to enter into teacher education but more particularly for those who are able to successfully negotiate an undergraduate education—we have underrepresented the poor, the black, the Mexican, and the Indian; and that is a problem that we have to deal with.

Second, we were very much concerned from the very beginning with the concept of teacher differentiated staff, the multiplicity of roles that the teacher of the future will have to play, and the different kinds of people that are going to play these roles.

We also were very concerned with the lack of important connections in education: those between the school systems, particularly the urban school systems, and the schools of education, but also between the schools of education and the disciplines. This included, within the school of education, the lack of articulation between the sequences of courses, which leaves a fragmentation of effort.

We were very much disturbed about our willingness to accept shoddy scholarship. The spoiled image of the school of education taking the culls of what everybody else does not want and then beginning to operate within that framework led to a continuing problem, particularly for disadvantaged youth, because another culling takes place at that level.

These were the areas that we felt we were involved in, in trying to help to spur change. Although there has been an essential agreement on the need for change, there are a considerable number of differences among us. These differences are in the magnitude of desired change and the style of change that is going to take place, and I think we might spend a few minutes sharing with you the kinds of differences that we had to deal with.

In terms of magnitude of change I would like to borrow from one of our Committee members, Hobert Burns, the distinctions of three kinds of change that one can expect in any kind of system, and particularly now in teacher education. We can talk about repair, reform, or revolution. Probably a majority of the Committee feels that teacher education is beyond repair, that we cannot continue to try to bring about change by attaching onto the periphery another course or two, or adding a professor who now knows something about what is going on in the urban scene, and expect to be able to deal with the urgencies of our time.

The alternative to revolution—we do not feel that we are in a revolutionary situation—is the willingness to undertake dramatic reform, to really look at all aspects of the teacher education system, to begin to make them relevant to our time. Although some in our group felt that we could still repair, that the system was essentially sound, the majority felt that we needed dramatic reform.

I think that we probably have greater differences on style of change, and here we find ourselves divided among three kinds of style. One style that would represent the way to bring about change is to engage in rather extensive information gathering, find out where good things are taking place. and then attempt to spread those good features to other places. Another style of change would be a form of leadership that would be consensus building by bringing together various factors to people who are involved in education and, through persuasion, would try to get them to move up, to modernize their activities, to revitalize and become more relevant to the world of today.

The third group, and one of which I am clearly an advocate, is a sort of space exploration, to begin to exercise leadership by backing only experimental and reform activities, pushing the parameters of our society, reinforcing those persons who are involved in the most adventurous, courageous activities. I think that because we are not able to resolve these kinds of differences, either in our Committee or elsewhere, we often find ourselves stagnating. We are going to have to seriously indicate not only the magnitude of change, but the style of change.

Let me just review quickly some of the things we did and what we are going to do before we complete our activities. We are commissioned to turn out what Don Bigelow in the Office of Education calls a manifesto. That is not a particularly fortunate word, especially today, but it is an indication of where we think teacher education has to go very quickly if it is going to be relevant to our time. In addition to that we have been engaging in some leadership. Our group was instrumental in developing the Triple T Project. We are not too happy with how it turned out, but at least in its early, formative phases we had something to say about how the Education Professions Development Act came into being. We were involved in its development, the development of its guidelines, and even in the evaluation of some of the first projects coming in. We have had some say about attempts to mobilize higher education through legislation.

We have been doing a considerable amount of information gathering, particularly in regional conferences dealing with prospective teachers, youth who try to articulate their concerns about teacher education projects. We participated in a number of experimental programs, including those that involved some differentiated staff as well as scholars and various disciplines teaching in elementary and secondary schools. We were involved in four different kinds of in-service training programs for the Elementary and Secondary Education Act and in other ways attempted to bring to light the problems of the disadvantaged.

We made two very clear resolutions that I think are not yet well understood. We took very strong issue on how most programs for the disadvantaged are organized. We feel that all programs in which the aim is to make the disadvantaged youth fit the existing system are doomed to fail; that those kinds of programs really reinforce the white racism, the class elitism, the anti-Mexican and anti-Indian attitudes prevalent in our society; that it is much more important that we now mobilize the system so it can tolerate a wider range of persons.

We are very much concerned about how standards become perverted to be nothing more than class, race, or ethnic biases. The only way they maintain themselves as alleged standards is through years and years of unquestioned enactment. We also take strong issue with those compensatory programs that lead to segregation of disadvantaged youth. We feel that any program that ends up as a segregated program is doomed to fail. With these resolutions, I think we point quite directly against much that is now going on under university-sponsored programs for the treatment of disadvantaged youth. From an Upward Bound program to a Head Start program, we asked that these be carefully searched for the biases that will pervert their gains.

We feel that we just barely got off the ground, that the AACTE must take up where we left off, and that there is an enormous amount of work to be done.

Committee on the AACTE Consultative Service

NATHANIEL EVERS, *Member*

The Committee has met only once. There is an established panel of consultants. We are particularly interested in assisting developing institutions, and we hope to secure funding for a leadership development program. We hope to enlist a number of new people; we urge your use of the consultative service. It is, in our belief, a great bargain and a great possibility for help. We want to see the organization deeply involved in the entire service. It is not enough simply to act as a brokerage agent. Come around and see me, and I will help you.

ERIC Clearinghouse on Teacher Education

JOEL L. BURDIN, *Director*

My report is exceptional in the sense that it deals with an operation that is not exclusively AACTE, although AACTE has a very important and continuing role.

Participants at the School for Executives have a key role in making the new Clearinghouse on Teacher Education an effective instrument for improving teacher education. Like the other 17 Clearinghouses funded by the U.S. Office of Education, the new Clearinghouse will acquire, evaluate, abstract and index, and disseminate up-to-date materials that are significant to researchers and practitioners.

The Clearinghouse will concentrate on those materials which are related to the preservice and in-service preparation of teachers and supporting personnel as well as college teachers. When it receives materials which are most appropriate for other Clearinghouses, it will transfer the documents.

The Clearinghouse was established in Washington, D.C., on July 1 under the auspices of AACTE, the National Commission on Teacher Education and Professional Standards, and the Association for Student Teaching These organizations have appointed members of the Advisory and Policy Committee. In addition, the R & D centers at Stanford University and the University of Texas have appointed one member each. AACTE serves as fiscal agent.

Since July 1 several steps have been taken to get the Clearinghouse in operation: A staff has been secured. Facilities have been leased and will be occupied in early fall. Documents have been received and are being processed. An extensive publicity program has been undertaken to reach more than a million persons by October. A beginning has been made in establishing a network of contacts necessary to secure good materials, ideas on needed kinds of information services, sources—both individual and organizational—and dissemination to researchers and practitioners.

What does the Clearinghouse intend to do? It intends to—

1. Secure varied kinds of materials from many sources. The "R" in ERIC stands for Resources, and the Clearinghouse staff plans to secure the many kinds of information and ideas needed for improved preservice and in-service programs. The staff solicits two copies of materials. Those documents not processed for reporting in *Research in Education,* the basic Central ERIC publication, will be used in a number of ways by the staff.
2. Prepare abstracts and indexes for *Research in Education* and develop specialized bibliographies, monographs, and other kinds of interpretive and informative materials. It will seek to provide standardized means of dissemination, in keeping with current ERIC emphasis.
3. Analyze current information and idea gaps and take steps to bridge those gaps within the Clearinghouse and in conjunction with others in the education community.
4. Disseminate information through its own channels and more extensively through other media and other means, particularly the media of professional associations.

Here is how you can help:

1. Create a climate of financial and moral support for the ERIC system and send documents to the Clearinghouse on Teacher Education, promote extensive dissemination, and encourage extensive utilization of its "products."
2. Assist the Clearinghouse staff and the Advisory and Policy Council to delineate topics that are most significant, to define those continuing individual and organizational sources of documents, to identify information and idea gaps that should be bridged, and to secure those individuals who can help in Clearinghouse operation.
3. Aid the Clearinghouse in the aspect of operation in which it is more restricted—dissemination. Various educational media should be encouraged to assist the Clearinghouse.

TEACHER TRAINING AND COMMUNITY RELATIONS

JAMES LAUE, *Director*[*]
Program Evaluation and Development
Community Relations Service
U.S. Department of Justice

The Community Relations Service (CRS) is a small agency working closely with the Attorney General's office in the Department of Justice. Its job is to assist communities in resolving racial disputes, difficulties, and disagreements. When it was established under the Civil Rights Act of 1964, its role was seen as almost exclusively that of a conciliator in racial disputes, particularly in the area of public accommodations—hotels, motels, restaurants, recreation facilities, and the like. It was seen essentially as a fire-fighting agency.

Today, the agency is working toward rapid and orderly change to achieve justice in race relations in communities—which, after all, is the only way to secure lasting "peace." We have field representatives regularly stationed and working in the 30 largest metropolitan areas in the United States. Most of them have a civil rights or human relations background; some are lawyers. Other people in the Community Relations Service have had academic experience, as I have.

Our role in the community includes being knowledgeable about, and in touch with, all major elements of the city:

—The minority area of town, particularly the militant groups who are making some of the strongest efforts for change in our day;
—Federal agencies and programs;
—The mayor's office;
—The business community;
—The educational establishment;
—The religious establishment.

Ours is a relatively undefined role. I find that we often gain whatever power we have for change in a community from confrontation and crisis situations that develop between conflicting parties. We do not have lawsuits. We do not have money to give or withhold. The only leverage we have is crisis, love, reason, and persuasion—and, fortunately or unfortunately, crisis seems to be the most effective in bringing about change.

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[*] Now lecturer on sociology in the Department of Psychiatry, Laboratory of Community Psychiatry, Harvard University Medical School.

What I have to say to you, then, deals specifically with the relationship of teacher training to the community, and the relationship of colleges and universities in general to the community, from the perspective of a federal civil rights agency. I want to examine how teacher education is most relevant to the community problems of our time.

My particular focus is on the college as an institution among other institutions in the community, not only in its special educational function, but as an economic and political force also—as an investor, a property owner, a landlord, a tenant, an employer: all the things in which any institution with power in the community is involved. I will be pointing to the many ways in which colleges and universities are part of the power and turf games[1] going on in every community.

The Setting: Racism in American Communities

It is important to tell you, I believe, how we in the CRS analyze American society before trying to analyze the role of educational institutions in community relations. The key word in the last 6 to 7 months in federal agencies concerned with civil rights has been *racism*. This is largely due to the publication of the Kerner Commission Report,[2] which pointed to the history of white racism as the basic underlying cause of the racial difficulties we as a nation face today. People call these difficulties "the urban crisis." What that really means is black and white problems, because blacks are not acting as they used to.

Many people have been talking about racism lately, but we do not like the word much because it implies things about our motivation—particularly the motivation of white people—that we really do not want to deal with. When we in the CRS analyze the feedback from our men working in communities, we see the operation of a series of institutions in American society based on some assumptions that can only be called racist.

For example, in relation to the population growth that has taken place in the major urban areas in the last 20 years, it is not just coincidence that approximately 80 percent of all black population growth has been in central cities, and nearly 80 percent of all white population growth has been in suburbs. That kind of ecological scattering does not happen by chance. A whole structure of assumptions and institutions operates to make people distribute themselves over the land in that particular way, not the least of which are zoning commissions, the profit motive, land developers, realtors, and myths about property values and race.

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[1] By this phrase, now common parlance in minority organizations and "hip" public and private agencies, I mean the ongoing round of competition for scarce resources (especially land, capital, and personnel) that makes up the daily activity of urban decision makers at all levels.

[2] *Report of the National Advisory Commission on Civil Disorder.* Washington, D.C.: U.S. Government Printing Office, 1968. 425 pp.

We see racism operating in fights over freeways that take place in every community, in which the suburban interests most often win over the inner cities in decisions about the location of freeways—Whose property gets torn down? Who gets better access to the downtown? In fact, the whole transportation pattern in America reflects the kind of racist assumptions our country has been operating on for a long time. An example of this is the transportation system in Watts, of which few took notice until after the black/white confrontation there in 1965. Black women living in Watts who were going to domestic jobs in Beverly Hills or other places often had to travel 1 to 2 hours, with three or four transfers on different bus and transportation lines. Many of them still do. The same is true for Mexican-Americans who live in other parts of Los Angeles. The same is true also in Washington, D.C., with all the maids from the Southeast and Anacostia having to get across town during rush hour to the Northwest and the Rock Creek Park area where their white employers live. In contrast, white suburbanites usually have relatively easy access to the areas in which they are working.

Another example of this structure of racist-operating assumptions comes from Atlanta—a city long known for its progressive stance. Several years ago, Atlanta built a $18-million sports stadium in less than 365 days—record time. This city, which sees itself as the capital of the New South, naturally was pleased about the building of the stadium and the attracting to it of major league football and baseball. The stadium is located right in the middle of one of the worst slum areas in the city of Atlanta, which on cue was simply cleared for "progress." The parking lots that now exist for stadium patrons extend to the edge of the ghetto—which is just as it was before—and there they stop. That area has a poor sewer system, so all that muddy water still builds up in the streets and in the yards when it rains; the houses there are still dilapidated, as housing codes go unenforced (as they do in virtually every city in the country)—the ghetto conditions are still there. Yet on the crest of the hill sits $18 million of commitment from the city, which a lot of people in the immediate area call "Our Magnificent Neighbor."

Blacks know what is going on when the man comes and says, "You know, we really just cannot figure out how to get urban renewal here, or get these houses fixed up, or make the landlords keep them up, or get curb-and-gutter or job programs. There are too much red tape and too many problems in getting federal money." These people know better when they see the stadium go up because the city wants it, and when they see lane after lane of new freeways to bring white suburbanites in and out, and when they see new office buildings going up downtown. They know that the question of physical construction and renewal in cities depends on the will of the people who have the power to make these kinds of decisions.

This is what we mean when we say that we live in a racist society. Do not compare this to the attitude of the individual "racist"; but simply look at white behavioral outcomes and how they have affected the lives of minority people who live in these urban situations.

People say that there has been great progress in race relations in the United States in the last few years, but in many cases the facts are to the contrary. Consider, for instance, the extremely small percentage of schools that have actually been desegregated and the large amount of resegregation that has taken place since the 1954 Supreme Court decision. Also, the Negro median income as a percentage of white median income has actually dropped to 53 percent from a previous figure of 57 percent.[3]

Infant mortality rates for black people and other minorities living in inner cities are two and three times as high as those for whites, yet somehow we cannot bring ourselves to be very concerned over the 60,000 or 70,000 black babies in a city like New York who do not make it through their first year because of the circumstances into which they are born. We are not nearly so concerned about those lives as we are about two or three people who get killed in a civil disorder, because the disorder is more visible and is a greater threat to White Power than the death of infants and their mothers in the child-bearing process in the cities.

America has been challenged repeatedly on the problem of racism within its institutions but has regularly flunked these challenges. The nonenforcement of the 1954 school decision is a recent example of our failure. So is our inability to respond with significant changes to the nonviolent protest movement that has been the driving force of efforts for racial justice since 1960. We need to look back in history at the era of black people as property; at the "final solution" of the "Indian problem" as maintained by the federal government only 80 or 90 years ago; at the Japanese relocation of only 25 years ago; or at the tens of thousands of acres of land that Mexican-Americans and Indians have been swindled out of and are still being swindled out of in the West and Southwest.

The challenges to the America here described are many and growing—challenges to our racist history and contemporary practices; challenges to the military-industrial-academic complex[4] that now accounts for from $75 billion to $100 billion a year in the American economy and involves universities and private corporations as fully as the Pentagon and government departments; challenges to the $30 billion war we are fighting (for "good community relations"?) in Southeast Asia in comparison to what we are spending for community relations in the United States. And all these challenges directly affect institutions of higher education.

Civil rights protest, which got its start in the early 1960's on the Negro college campuses in the South and quickly spread all over the country, is, in its current organized and sustained phase, the most obvious example of challenge. The recent urban disorders obviously affect the universities and colleges. So do the peace movements, student activism in community projects, internal college protests against the university structure itself, the hippie phenomenon, and, most strongly and most visibly of all, the growth of Black Power.

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[3] National Association for the Advancement of Colored People. "Riot Prevention." Advertisement. *Washington Post*, July 10, 1967.

[4] See Senator William J. Fulbright on "The Military-Industrial-Academic Complex," *Congressional Record* V 113, No. 204. Ninetieth Congress, First Session, December 13, 1967, pp. s[illegible]8485-86.

Not only Black Power, but Brown and Red Power, too, are coalescing into one of today's most significant challenges to our system. These people are saying, "Becoming white, urban, and middle class is not the only way to be a man."[5] They are asserting, more dramatically than ever before, ethnic or cultural integrity. Most people working in civil rights in federal agencies think that the Great Society means making it possible (even mandatory in some cases) for everybody to become urban and white and middle class, with all the things that go along with that—such as higher divorce rates, higher rates of neurosis and psychosis, air pollution, water pollution, and all the other good things available to us when we live in a big city and hold a regular job day in and day out.

The growth of black and brown consciousness today is a protest against this kind of insidious racism at the federal level. It is the racial manifestation of the crisis of authority we see existing not only in this society, but all over the world, and especially in educational institutions.

I want to look at American institutions of higher education (especially those training teachers) in this context of authority-in-crisis and raise some questions about four aspects of the college's or the university's role in the community. These four roles of the college or university are those of (1) an economic and political force within the community, (2) an educator, (3) a research institution, and (4) a supplier of community services. I want my remarks to be general enough to apply to small colleges as well as big universities, to public as well as private schools, and to schools in big urban areas as well as in a small town or in a university town.

The University as an Economic and Political Force in the Community

Colleges and universities are not neutral institutions. Any organization that owns land, maintains buildings, pays salaries, buys products, and controls jobs is a supplier of manpower—it keeps a number of people ages 18 to 21, and in some cases to 25 or 30, off the labor market—and is forceful in a political and economic sense within a community. It is part of the turf game in the community, and often in larger communities and networks. Certainly, no one knows this better than college administrators, unless it is boards of trustees.

As colleges and universities, particularly in dense urban areas, continue to grow, they become ever more a part of urban problems just because of the competition for land space. What was one of the key issues in the Newark disorder in 1967? It was the decision of the city and the state to take 160 acres of land to build a medical school right in the middle of the ghetto. This center was not to be oriented to outpatient care to serve the area, but to focus on research and teaching; and area residents could have their medical needs met only if their ailment matched the programmatic needs of the institution for research and for training its residents and interns. Thousands of neighborhood residents were to be displaced, and the federal government had a large part in that decision.[6] Consider also the Columbia situation and the issue of where to put its gymnasium. And in Chicago, the University of Chicago's continued encroachment on the Woodlawn area for years and years has been part of the urban problems as well as an attempt at its solution.

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[5] . . . or a woman. Looking to the 1970's, one must add as a factor of growing significance the women's protest movements against limited role options in a society where all the major decisions are made by adult white males.

What about the money a college or university makes and invests in relationship to its community? Where are its investments and holdings? Are they in missiles, perhaps, or in banks with investments in South Africa, or in slum dwellings? Or does the university or college itself own, manage, or speculate on slum property? More and more people in the community are finding out such things and are deciding for themselves the answer to the question: Which side are you on?

Students particularly, and also the people in the community, know the ethnic composition of the board of trustees, of the administration, of the faculty, and of the staff. Students know these facts, and hiring policies at a number of colleges have been the main reason for many internal student protests.

As a political force—that is, as an influencer of community decisions—universities and colleges are playing an increasingly broad role. Land ownership and the tax advantages benefiting colleges and universities must be seen today in light of the tax crisis in which virtually every urban area finds itself.

The hot question for you, then, is: How can you, as an administrator in a college or a university, be relevant to the community problems with which you struggle every day and still retain your political autonomy? As you get more involved in social change activities, as your students penetrate more and more into agencies and activities around town, you have more and more constituencies down on your back, whether it is the federal government, the state legislature, the local city council, the mayor, the American Baptist Convention, or whoever happens to hold a large share of the financial power over the endowments and the investments of your institution.

The University as an Educator

I believe that the major community-related goal of teacher training ought to be a curriculum that turns out teachers who are instruments for rapid and orderly social change—change toward a more just society, the elimination of racism, the development of skills in minority groups for building their own institutions and helping to make existing institutions more responsive to the needs of the people. Change is the overarching reality in our culture and virtually every culture around the world today. Any professional who is turned out into the world today unprepared to act as a change agent, or as an enabler, or as a reactor to the things that are going on simply will be left behind—and he will be irrelevant in a very short time.

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[6] Leonard Duhl, formerly a special assistant to the Secretary of Housing and Urban Development and now professor of urban social policy at the University of California at Berkeley, has documented the Newark Medical School controversy in a series of semi-classified papers. Of special interest is the modification (and, in some cases, reversal) of public policy decisions at all levels of government that took place in the wake of the Newark disorder.

This means that teacher trainees must learn how their communities operate. It means a total curricular involvement in community field experience as well as in student-teaching or practice-teaching experience. It is strange that students should be taken away from the community and from children for about three and a half years to learn to teach children, and then in the last few months go back in the community and do some student teaching. If this practice does not change, the teaching profession will be increasingly abandoned by bright, activist students whose commitment cannot be contained in a short, sterile student-teaching experience.[7]

The University as a Researcher

The most straightforward thing I can say about the universities' research role is, "Man, are our priorities fouled up!" Senator Fulbright's address to the Senate on "The Military-Industrial-Academic Complex"[8] rightly included academicians and professors who are helping expand their schools at very rapid rates, hiring nonteaching and nonfaculty personnel to utilize those contracts and research grants and to get the 30-percent overhead slice that goes with them for new buildings, new fluorescent lighting, new desks, and everything else needed to run the university *cum* research operation. Senator Fulbright says that we have slipped into this situation through no conscious effort, but just as easily as any self-interested community responds when a new military base comes there—and protests at any threat of withdrawal.

An even more serious distortion of research priorities, from my point of view, has been the recent explosion of research in colleges and universities (as well as elsewhere) on violence and on community disorders and riots. What that means, of course, is that hundreds of persons with little or no background in American race relations are doing research on urban black people who are being violent mainly against property and not persons, without any reference to the whole violent context of American society and history, without any reference to the legitimized functions of violence for control and expansion purposes in our culture such as the police and the military.[9]

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[7] Relatively simple steps that are being taken in some institutions now include (a) requiring the teacher trainee to relate intensely to one child during the first year and learn to teach him (analogy: the large amount of case work in schools of social work and medicine); and (b) requiring an extended period of student teaching in a variety of situations ranging from upper-middle class suburban to lower-class inner city (in the pattern of the medical student who interns in the heart ward, then Ob/Gyn, etc.).

[8] William J. Fulbright, *op. cit.*

When the Kerner Commission Report was published on March 1, 1968, I happened to be in the Des Moines area. I read the Des Moines *Register* that morning, which had the two top front-page headlines juxtaposed. The one on the Report said, "Riots: The Threat to U.S." Right next to it was "Americans Drop Napalm on Reds 100 Yards from GI's"—and no contradictions were seen in that at all.

The consistent calls we hear for law and order and nonviolence are seen as a joke, indeed, by many black people who see the kind of commitment to institutionalized violence we carry as a culture; who see the kind of lawlessness perpetrated for years by Southern Senators and Congressmen (and at least one governor who is even running for president), openly disobeying federal laws, constituted laws of the land. Blacks see the lawlessness of the real estate man and of the landlord who openly defies city housing codes and does not fix up his property. This kind of violence, this kind of lawlessness has been going on for a long time, and our research priorities are confused and controlled by our culture. We had rather focus on the surface phenomena called racial disorders and on control of those disorders than on the understanding of these conditions and of the protest and rapid social change growing from them.

Another problem disturbing the community people I talk to today is the seeming inapplicability of so much research conducted in the colleges and universities to solving basic community problems. It may be that the relevant research is there, but mechanism for translating findings into forms usable by the community is lacking. I judge that the most pressing needs are for (a) university-sponsored demonstration projects of delivery of basic social services and (b) studies of community power, control, and decision making.

Blacks and other minorities have too long been research specimens—available as research subjects because they were powerless. Does not the sex life of white bankers or corporation executives or zoning commissioners have at least as much to do with the current urban crisis as the much-documented problems of lower-class Negro families? But, then, the former groups predominate on the boards of universities and colleges. Perhaps minorities should stop being gratuitous research subjects. The forward-looking institution will develop a formula requiring that a substantial percentage of all research contract moneys go directly to the subject population through, for example, the hiring and training of grass-roots people as interviewers, observers, and clerical personnel instead of using only middle class college students.

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[9] *Cf.* James H. Laue, "Justice, Violence and Social Change," presented to the annual meeting of the American Association for the Advancement of Science, December 29, 1967, in New York.

The University as a Community Service Institution

To maintain its integrity as essentially an educational institution, the college or university serves its community best when it properly combines those other three roles of researcher, educator, and political and economic force within the community. It is a simple trade. If the college or university is going to be located in a community, if it is going to use the community as a base and its citizens as subjects for projects and people to be employed—and often as candidates for being "campus-renewed" out of their own homes—then it seems to me that the educational institution owes something in return. I think this applies to small towns, rural areas, and university towns especially, because one of the great problems America faces today is how to make the small towns attractive enough in cultural, educational, and occupational opportunities to hold people, instead of their blindly migrating to the suburbs and urban areas where adequate employment and services may not be available to them.

There are several kinds of services that any college or university needs to offer to its constituent community if it is concerned with meeting its responsibilities in the urban crisis.

Action Research. We very much need research into power and decision making. I have asked why there has been so much study of racial prejudice (i.e., attitudes) and not so much of racial discrimination (i.e., behavior). One of the reasons, I think, is that the study of power and discrimination in the community will eventually lead the researcher to the white community leaders who, among other things, sit on university boards and control other kinds of research funds, as suggested in the previous section.

Evaluation. Every urban area today needs quick, accurate, policy-oriented evaluations of specific programs and delivery of services to the urban poor, particularly in the areas of health, education, and welfare.

Training. Another pressing need that I think universities and colleges can best serve is in leadership training—equipping grass-roots persons to play the power and turf games with sufficient skill and resources to win occasionally. Examples are persons who have recently come on to the Model Cities advisory boards or community action programs or who have been elected public officials. White Power people, too, need training in viewing their community as broader than just a base from which to make profit and expand.

Technical Assistance. Another area of university service to the community is technical assistance, particularly from business and other such specialized branches in assisting minority institutions in economic development. Many black and brown groups have come to realize that the development of income-producing property with a community base is the surest route to responsible power and influence in American communities. Capital and job control are the key—not just wages.

Money. Instant "no strings" capital is one of the most pressing needs if minority communities are to achieve self-determination. University investment portfolios need to be reexamined. Tax incentives abound for investments in minority ventures in economic development.

Five Models for University-Community Relations

The needs are clear, I believe. Now, what is the best way to organize the university's resources to help meet those needs through delivery of the kinds of community services outlined above? Models developing around the country range from those which require the least radical innovations in the university's structure to those which require the most. Five such models, ordered from least to most innovative, are described here.

Reform and Utilization of Existing Structure. Virtually every college and university is involved in some kind of reform and/or new utilization of existing structures to make the education it offers more relevant and its resources more available to the local community. The most frequent example is curriculum reform—more extensive field work options, black studies, 4-1-4, a wide variety of special projects and courses, new flexibility in choice of electives, and so on. The University of Michigan now offers a one-semester course entitled "Inner City Course." Last summer Carleton College sent many members of its predominantly white student body back to their home towns on racism-abatement projects. Anthropologists, philosophers, and others at the University of Minnesota are planning a series of national meetings on "The Nature of Racist Thought" and the contributions to it, unwittingly or not, by scholarly activity. Admissions and scholarship policies are under scrutiny everywhere. University financial holdings can easily (and profitably, if that is a concern) be reinvested in the formation of economic development corporations or community development corporations in adjacent ghetto and barrio areas.

Community Laboratory. The community laboratory has the dual advantage of collecting many of the university's resources for specific community foci and of being relatively simple to establish within existing university structures. It is analogous to the hospital laboratory for medical students and properly utilizes the same case study approach that has proved to be an effective teaching tool, not only in medical schools but in law schools as well. The structure is consciously interdisciplinary, drawing specialists from all university departments. Its functions can be as broad as time and resources allow: training of students for community leadership, training of grass-roots and establishment representatives in the community, evaluation, demonstration projects, technical assistance, and so on. The urban institutes now operating or coming into existence at virtually every university fall within this category. Representative examples I know of are the Joint Center for Urban Studies at Harvard-MIT, the Office of Community Education at new Federal City College in Washington, D.C. (which contains a special Citizens Participation Institute), the

Laboratory of Community Psychiatry at Harvard Medical School, and the proposed Institutes for Urban Ethnology at the University of Minnesota and for Urban Social Policy at the University of California at Berkeley.

Urban Extension Service. Former California chancellor Clark Kerr has been developing the groundwork for urban extension services under Carnegie Foundation sponsorship for the past several years, as has John Ivey from his position as dean of the School of Education at Michigan State. Kerr calls for giving existing institutions "urban grant" status comparable to the land grant designation that made universities eligible for many different types of federal funding for rural extension and other services. He notes that more than 50 percent of the American people made their living from the land when the land grant institutions were established, compared to 10 percent today. Institutions of higher education, especially those with heavy investments in teacher training, are the ideal location for generation of the modern counterpart of the county agent, the urban extension agent.

New School Connected to Existing University. The proposed Institute for Urban Social Policy at Berkeley, growing from the College of Environmental Design, could develop into a new school within the University structure. It would be connected to the University but operating independently of it through a nonprofit research corporation for many of its projects. University faculty would be utilized part-time, with eventual development of a full-time faculty. Perhaps the most ambitious example of this model is Johnston College, scheduled to open in the fall of 1969 as part of the University of Redlands. Its entire curriculum will be devoted to training students for leadership and service in urban and international affairs.

New Colleges and Universities. Kerr, John Gardner, and others concur that the formation of a new major university each year from now until the year 2000 would be barely adequate to the country's needs for education and community service, especially in urban areas. A great opportunity is presented to us to create great universities to be responsive specifically to the problems bequeathed to the last third of the twentieth century by urbanization and technology. One such university now in the planning and early operational stages is National Graduate University in Washington, D.C., which projects a College of Human Services, a College of Developmental Planning, a Center for Research on Instruction in Higher Education, an Institute for Creative Studies, and other from-the-ground-up structures responsive to the crises of our times.

Postscript for Administrators

From an administrator's point of view, the kind of community involvement I have been describing here makes good sense, I think. A case-in-point is the major finding of a black student who worked for the Community Relations Service this summer studying black protest groups on more than a dozen campuses ranging from Columbia to San Francisco State, to Orangeburg in South Carolina, to Wilberforce, to the University of Wisconsin—a mix of institutions in size, ethnic composition, and financing. I asked him what he would say to you, based on his survey. He said that his most common finding was the preference among the black students for community reform over university reform. They did not want to fight their own school unless they had to—that is, unless they perceived the school as being so reflective of the evils of the community that they had to clean house there first.[10]

For an administrator, then, taking initiative for urban extension work, or a community laboratory, or student involvement in community projects is a good investment. Such initiatives are no longer luxuries. They are indispensable, not only as a reflection of the institution's responsibility to the community and to its students for good teacher training, but also for the kind of internal institutional stability that is necessary for educators to do their jobs and for the creative and learning processes to take place.

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[10] There may have been a shift in this sentiment since these remarks were presented in August 1968, as manifested in the campus protests of the 1968-69 academic year.

THE FACULTY'S ROLE

Robert R. Smith, *President*
San Francisco State College
San Francisco, California

I have spent about half my time in college administration and about half in full-time instruction and work in relation to the community. I have tried to analyze some of the ideas on how to organize colleges and faculty resources and how to define priorities. I was especially concerned in our earlier discussion of the selection of models for improving education, because my own experience suggests another model, based on issues such as reorientation, drastic reform of priorities, and efforts to cope with some of the surges of social conflict and social change that sweep the community and the society and spill over onto the campuses.

The faculty's traditional conception of themselves is one of being largely rooted in a specific discipline; they are caught in a departmental structure that in the past 50 years has prevented any organization of resources in relation to problems that do not fit neatly into the discipline. Thus, the gifted faculty, the productive and ambitious faculty, see themselves increasingly committed to the specialized discipline they think they have their careers staked in. It is an old story, of course, that faculty members, if they are ambitious, productive, and gifted, tend to identify more heavily with progress in their professional field than with the specific local culture of their department or their college.

Now, most of us know also that there is a split, independent of age group, among faculty personnel. Some of them see themselves as inside people, as curriculum developers, providers of student services, pseudo-administrative workhorses. People of this type frequently feel some hostility, or envy, or lack of love, on the part of the entrepreneurial faculty. Also, in trying to organize faculty resources, we are stymied by the complexity of the growing, large institutions whose staff members, although they share the same social concerns of teaching-learning and commitment, are in four or five different departments and may not even be aware of one another's existence.

Now, when we talk about such things as a model that requires total institutional commitment, or—making it increasingly complex—a consortium of several institutions that have a total commitment to a design for professional education or teacher education, I think that we are pushing a methodology. And that is consistent with the military-industrial-commercial approach to larger and larger systems that are closely coordinated from some central point, in which there is some decentralization as well as some degree of pseudo-autonomy within the units of such a system. When, for instance, federal programs assume that guided research, development, and experimentation are necessary, we find ourselves running up against the kind of dichotomy we see in the way faculty people relate themselves to their departments and to their institutions. We find this throughout all our systems—whether it be the religious, political, educational, or social service system.

In the nursing and medical professions, for example, we find an attempt to coordinate and to set priorities from some central funding center so that the crises that impinge on the fund dispensers are met responsively, hopefully by competent people, under guidelines that are presumably set on some state- or system-wide or national perception of what the issues are. Then we find the faculty members, especially the younger ones, and students responding in an antisystem pattern in a search for their own individual identity, in a search for setting their own priorities, their own commitments to social service and to what they conceive to be learning theories. One side tends to be orderly and rational; the other side tends to be intuitive and affective, hopefully guided by some pattern of academic and educational discipline. The first tends, I suspect, to seduce the central systems control notion, tends to seduce some of the best people and some of the most searching people; the other tends to lead to risk, disorder, and a measure of chaos and ineffectiveness. To be fair, I must say that in some instances the first side can be ineffective, too.

The second major problem relates to what James Laue was saying about the possible rules of instruction and education in the university. He left out of his four categories of reasonable effort the notion of extensive community service. We have another kind of ambivalence here that affects faculty members differently and affects institutions drastically. Most of the teacher education projects that have had support within our School of Education, and for which we have received funding, have been expected to move from the campus into the community, into the school district, into the neighborhood agencies surrounding the schools. Assistance to the young people involved in these particular programs is to be provided through faculty personnel, feedback evaluators, and data gatherers in a combination of curriculum development, preprofessional instruction, and in-service education.

Student body associations are investing hundreds of students in a variety of programs through which they can apply their thesis about education—mainly, that by making themselves directly a change agent in relation to some of the social problems of our time, they do several things: They test themselves as creative instruments; they determine what kinds of capacities they have for relating themselves to gaps in the social fabric of the community; and they try to carry out services for the young people with whom they work. They also try to avoid researchers who want to study them, their subjects, and the situation, because they suspect that what they are doing—and they have told me so fairly bluntly—will run into dissent and disapproval from existing institutions in the community and that research and information about their programs merely gives someone else power to interpret their programs. Some of you may have read in the *San Francisco Chronicle* an article about "Juvenile Defense," a program that was begun this summer by a graduate student in psychology as a part of the Community Service Institute at San Francisco State College. What this group of students has done this summer is to try to organize the community resources, especially in the legal profession, to help juveniles who are in trouble with the police and the courts to understand what their rights and responsibilities—rights, particularly—are under the American system of justice, including the Supreme Court decision that explicitly made clear that juveniles have a right to counsel. They have been able, they say, to organize some 50 lawyers in the metropolitan area who are willing to advise youths who are in difficulties with the police, the courts, or their probation officers.

We also have a social work department that is training probation officers, with one of our young sociology faculty members advising this group of students. So, what students find is that this effort to test themselves and their skills in an area of crucial social service, and to find out how the community structure works as a part of their own education, is distinctly different from the traditional notion and conception of the constrained role of the college. As part of our cross-cultural nurseries program, we set up three nursery schools in a redevelopment area. The staff in these schools found that to develop good preschool nursery education with a mixed racial group, with mixed socioeconomic groups, in addition to holding seminars and using the library and the facilities of the campus, they would have to involve themselves completely in the lives of the children's families, in ways that could be helpful and supportive on the parents' and children's terms. The staff became involved in the development of a teen-age recreation program because (a) the teen-agers in the area were vandalizing the nursery schools, and (b) the concern of these teen-agers' mothers affected their participation in the nursery school. So, they persuaded tutorial groups on the campus and some of the social work undergraduates to get involved in the teen-age program, with the families they were working with in the cross-cultural nursery school. Through one of the neighborhood agencies they worked out a plan to house this program for the upper elementary and teen-age youngsters so that the family situation would be better stabilized and leave the parents freer to learn how to be teachers of their children in connection with the nursery school and would have an opportunity to learn about cross-cultural relationships—racial, ethnic, and socioeconomic.

In our college there are parallel kinds of impetus coming from not only the teacher education area, but the areas of urban studies, the arts, and the poetry center, as well as a number of others—such as nursing—in which part of the professional preparation and (we think) also a part of the liberal arts preparation of young people tends to expand their involvement into the real turbulences of the metropolitan areas. It has expanded very slowly in relation to 18,000 students, but significantly in relation to 1,100 faculty and in relation to 54 departments.

The problems that the administrator runs into, in relation to both faculty projects and student-generated projects, raise the question of how much load we can bear in trying to be change agents, in trying to move in some of the basic reform directions that this conference is considering.

Yet, more and more faculty are having to question the relevance of their career preparation in relation to the educational problems deeply rooted in the tremendous social conflicts, especially in our urban communities and in our society at large. More and more it seems to me that younger faculty, as well as some of those who are in their middle years, are raising the question: Is the departmental structure, is the disciplinary structure, is the academic credit relevant? More and more of them seem to be willing to move out of their departmental structure and seek this revelance in working with young people on the problems of society.

We are truly in a revolutionary period, and some kind of revolutionary reconstruction must go on. One route could be the establishment of a pattern for faculty governments and student governments through elected offices, to either the student body association or the academic senate. Another route could be through individual departments, through the school deans, and through the administrative line. Yet another route could be through independent, freestanding organizations such as the American Federation of Teachers, the American Association of University Professors, and a variety of others. Today, there are what you could call front groups, alliances, that run across the campus instead of through departmental structure or through academic affairs, in which groups of faculty or students, and sometimes combined groups, reject the process of government as being too slow in relation to the resurgence of problems.

I inherited in our college several decisions made under this pattern of operation, and now the orthodox government structures are trying to honor these decisions and trying to allocate resources for their implementation. For example, we have a sum of $5,000 that we have now spent four times in trying to dig ourselves out of this situation. There is enough evidence, at least in the urban colleges and universities, that we have to rethink the degree to which we can involve ourselves in community-extended activities as well as in reconstruction of some of the related academic programs on campus if we are going to keep our brightest students; and we are going to have to find ways of drastically resetting the priority of allocation sources. When I look at this problem in the California state college system, I think this may be a bigger struggle than the business of finding out what to do.

I suspect that if higher education is going to swing the way Sam Proctor suggested that it needs to swing in these turbulent times, there will first be work on hastily made commitments that seem sound and that talented and committed people want to involve themselves in. Only later will there be orderly, systematic planning that will provide for testing the plans' success. I think that the process elements of maintaining faculty relations are becoming more crucial across the disciplines than they are up and down the disciplinary structure. We will have to develop new forms for getting allocations that fall among disciplines to small groups of people within the college in which faculty can bring in students or students can bring in faculty. It is working both ways on our campus, but it is working far too unilaterally; there is parallel play among too many groups, and these groups are without coordination and are trying to compete for the same limited amount of resources.

THE STUDENT'S POINT OF VIEW

by Student X—(VAN CLEVE MORRIS)
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University of Illinois at Chicago Circle, Chicago

I was told that this would be a good chance to tell a bunch of deans and presidents the way it really is. I'm just going to make a few comments about how we look at it from the student's point of view. I'm not going to cover every conceivable complaint and gripe we have. I'm just going to touch on a couple of things that you might be interested in and probably haven't thought too much about lately.

Laue mentioned one of the points: this Black Power business on your campuses. I'd rather look at it from the standpoint of black impotence. You know, Harry Reasoner told us on television recently that blacks and whites are different. For instance, almost all sprinters of distances under 220 yards are Negro, but almost all milers are white. Now, it could be that there are real differences in blacks and whites. We already know that the blacks have pretty much taken over professional basketball and boxing and that they make up about 30 percent to 40 percent of our professional baseball players.

That's a percentage much higher than that in the population, so it could be that there are real differences between the two races and that whites are superior in some fields, and blacks in others.

There are other sports, however, in which there seems to be a rather odd ratio. For instance, in the Professional Golf Association, there's only one Negro out of several hundred members. Why? I guess it's because the golfing people think that golf is a white man's game, and that's the way they're going to keep it. Also, Harry Reasoner was saying that among professional jockeys there are only half a dozen Negro jockeys in the United States. Now, there are plenty of Negroes back in the barn combing down the horses and taking out the slop, but when you put the horses out in front, that's a king's game, a rich man's game, and only the white boys are going to race the horses.

Why do we tolerate this kind of thing in our society? I got to thinking about that in terms of our going to college. I looked around at my faculty and the teachers I have this semester, and there aren't any black fellows or black ladies teaching me. In fact, I've been to school for about three and a half years now, and I haven't had a black professor yet. I was wondering why college professoring is kind of a white man's game, why it's like the Professional Golf Association or the Professional Jockey Association. I got to wondering: How about the deans and presidents that went to Ashland, Oregon, for the School for Executives? There weren't very many black faces. There were some, but they probably came from historically black colleges. How about just ordinary colleges, mixed colleges? Are there any black deans of education or black presidents? I haven't heard of any lately. Think about it. What are you doing in your institutions to scare up Negro talent for your faculty and for your administrative staffs, and when's the time going to come when we can break down this white man's occupation?

That's the first thing that was on my mind. Then I got to thinking about this other subtle complaint that is a little hard to get across, because it doesn't have a clear focus. That's one of the complaints that you make of us—that we don't know what we want. I'm going to call it the federal rape. President Smith was talking about that a minute ago. At Columbia University the gymnasium location controversy was just a rhubarb; that wasn't the real problem. The real problem is so subtle and so squishy an issue that it's hard to clarify what it is. It's the fact that over the course of the last 15 to 20 years American higher education has gradually been seduced by the military-industrial complex of this country. Universities will take on almost any research project that they are asked to take on if the government will pay them the money for doing it. Of course, at Columbia it was the Institute for Defense Analysis that was the symbol of this gradual seduction of college researchers and teachers to carry out the research aims of an essentially military and sick society.

We used this gym at Columbia as a sort of rallying point, and we went out there and stormed the buildings; we took them over. Why did we have to do that? Because there's no way in this system to call attention to the immorality of a free university's committing so much of its resources to the study of war and to the study of killing people. There was no way we could call attention to the fact other than by direct action, and we're going to do it to *your* places, too. It's not going to be long before we're going to come around to your campuses and start the same kind of thing, unless you're willing to pay attention. Pay attention to what our gripes are, our subtle gripes about the gradual rape of higher education, the gradual rape of our institutions by government direction.

I know you are in the teacher-training business. We heard about all these grants that had been turned down. Why did they get turned down? It's because the federal government has an idea of what a grant ought to be, and when you don't do it that way, then you don't get it.

I had to laugh at Professor Fattu. He made quite a big point out of the fact that all of these 80 applicants for grants had misunderstood the business of selecting the student; they thought that meant setting a cutting point for accepting some students and rejecting the others. He said that was wrong. "We didn't mean that. We meant allocation of what you have for the students in your colleges; we don't want to hear about who you accept and how many you reject." However, Mr. Fattu was a party to a selective process: "We're going to select 9 and eliminate 71." The irony of that was overpowering.

I also want to make a point about something else that's on my mind, and it's rather subtle. I don't know whether you fellows in the teacher-training business are aware of the students' sensitivity to what's going on in the world. We all look at these TV news programs in the evening, and they tell us all about the Vietnam war. The students puke when they see that; they puke when they see an American society that can carry on this kind of war as if it were some genuine moral objective. You adults don't quite dig this kind of nausea. You don't quite understand why the war gets to us like it does. It's not just because we're going to be serving in it. It's because we have a different attitude toward the world.

I recently played a game, sent out by the Foreign Policy Association, in which we divided into groups, representing countries, to see if we could work out a foreign policy for our own "country." One of the moves in this game is to send troops storming across a frontier. I got to thinking: What a commentary on our time—to make a plaything out of sending troops across borders, almost as if we were playing Monopoly. I wonder if you're sensitive enough to what's going on in our gut about making a plaything out of death. Are you ready to hear your students on this subject? We're going to be coming around to your campuses raising hell about that.

Mr. Laue says, "The students want to get at society; they don't want to tear down the university unless they have to. They want to tear down the university only as a way to tear down this society, and they can't seem to draw attention to what they want except by tearing down." My point is, we don't really want to tear down the universities, at least not right away; we want an education just like the others in an earlier generation—just like you when you went to college. We want an education that is an education for us. You've heard this story before, and I'm not going to go into it all again about how all your faculty members are research-oriented and don't teach students because they're thinking about their research projects. That's still true. It's getting more severe, and our classes are big, and we're treated like IBM cards.

This aspect of it is beginning to worry me. We heard from Professor Engbretson about all these projects that got turned down, and then Mr. Fattu showed us the ones that got accepted. He had a big blackboard with flip charts and involuted diagrams with circles and lines leading around every which way. This is what you fellows talk about when you come to the School for Executives meetings. That's not teaching students; that's not teaching me.

Suppose East Cupcake State College gets a grant because they've got the diagram that's got the most number of lines in it—even if they get the grant because they've got what Engbretson called the "guideline"; they're down the line with guidelines! Do you think that's education? That's education for deans and presidents; it's not education for me. It takes a long time before what you talk about in some of these projects actually gets filtered down to where I am in the classroom. I got to thinking, when I was listening, that Engbretson is a pretty smart guy. He's got a clear mind and a lot of goodwill, but he's talking about something that is not education. It's just way out there in your institutional framework, your organizational patterns. It's not education from the student's standpoint; so we're going to be coming around once in a while reminding you that your grantsmanship is not education from the student's point of view.

We don't want individualized instruction either. I think I ought to comment on this. I don't want to be sitting on one end of a log with Mark Hopkins on the other. That's not my conception of education. I want a classroom full of my fellow students. I want to enter into dialogue with them and with my professor. I want my professor to listen to what I have to say, and I want him to be thinking about what I'm thinking and how I react to the world. I want to be thinking about how he reacts to the world. I don't want to be thinking about these 71 or these 9 projects and their diagrams. So, when you talk about individualized instruction, remember that we don't want it. We want dialogue; we want encounter; we want exchange. If you can get that kind of thing going in your college, you're going to have a good college.

I got to thinking about Southern Oregon College. This fellow Elmo Stevenson is a different sort. The morale around here is pretty good; they love this guy. I think Stevenson may have what I'm talking about. He's got a good morale here in this college. I think it's because he relates to his faculty the way that he wants his faculty to relate to their students—as persons. He listens to people. I wonder if you guys listen to your faculty. I know you haven't got time to talk to us students, but maybe you ought to try listening to your faculty, person to person. Look them in the eye. Ask them how things are going, how their careers are going, how they feel about their work, how they feel about you. Engage them in some kind of interchange. Show them how to do it. In your office show them how to do it with their students, and maybe we can have an educational program that the students will really call an education.

CONCERNS THAT NEED ACTION — International Education

ROBERT C. LEESTMA
Assistant Commissioner
Institute of International Studies
U.S. Office of Education

It has been only 3 years since President Johnson gave his famous speech at the Smithsonian Institution that launched his initiatives for a dramatic—hopefully—expansion and improvement of human efforts in international education. The last 3 years have seen much talk, much action, much progress, and certainly a good deal of frustration because the implemental Act has not yet been funded.

I want to stress both the progress that has occurred and the task that we have before us. Most of you recognize the need for more attention in international studies. This is true in part because of all that AACTE has done. The Taylor study[1] is the most recent evidence of organizational interest and effectiveness.

This is quite a different world from the one in 1940 or 1945. It looks different on the map: The areas are colored differently, the boundary lines are drawn differently, and there are more than twice as many countries as there were 10 to 15 years ago. The speed of communications around the world is much greater. In fact, communications are almost instantaneous.

International affairs, as you know, have a pervasive influence on our time. Today it is Czechoslovakia; in the last few years it has been Vietnam. It is really what surrounds us and envelops us from the time we get up in the morning—through the news we hear on the radio and see on the television, to the paper we read, to the movies we see, to the political questions we discuss. We have an international audience for literature and the arts. We also have a good deal of discontent in higher education because of what is happening on the international scene and of what the students conceive as irrelevant in what they are asked to study. John Gardner said not long ago:

> No matter whether we like it or not, we share the planet with a good many nations which are seriously underdeveloped socially, eco-

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[1] Taylor, Harold. *The World and the American Teacher*. Washington, D.C.: the American Association of Colleges for Teacher Education, 1968. 312 pp.

> nomically, and politically. The conditions of the world are such that their instability is our problem, whether we like it or not, and this is a little like the problem on nuclear conflict and the problem on race relations. It is a problem that will indelibly stamp our generation; it's a moment in history we have to face; it's the kind of problem that's not going to go away.

Therefore, it is a problem that we have in teacher education.

There was a morals study published about 8 years ago, *The University and World Affairs,* which gives a summary of the situation in which our institutions find themselves today:

> The American university is caught in a rush of events that shakes its traditions of scholarship and tests its ability to adapt and grow. The United States is just awakening to the fact that world affairs are not the concern of the diplomat and the soldier alone. They involve the businessman, the farmer, the laborer, the economist, the lawyer—indeed, every citizen. And we are discovering that the world includes vast regions and peoples we have little known before.[2]

If I may shift from these generalizations about the importance of world affairs to the immediate work of your organization and its most recent effort, Harold Taylor's study, it seems to me that its most important finding is that only 3 to 5 percent of the teachers in the public schools have, in their preparation to teach, taken courses that deal with world society, international issues, or non-Western materials. Taylor said further that the standard professional courses in education, which potentially could be a core for stimulating the interest of students in social and educational issues and in world affairs, currently offer little opportunity for the study of foreign cultures and their educational systems. Now, there are enormous and obvious implications here for both preservice and in-service education, for both our students and ourselves.

Taylor suggests that in modern society there are no foreign cultures and problems, only human problems shared by all societies. This is something that most of us are beginning to feel, as the world becomes smaller and as communications around the world become faster. There is, as Taylor says, the need to bring the American teacher into the mainstream of the world culture. In short, an appropriate provision for international education is as basic in the teacher education program as the teaching of reading for an elementary school teacher.

Unfortunately, despite this pervasive influence of foreign affairs on our lives, it is obvious that, in elementary and secondary schools at least and to no small extent in the teacher education institutions, we somehow have not felt the same sense of priority for international education that we have felt for others things. Harold Taylor has a good paragraph on this as well. He says:

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[2] Committee on the University and World Affairs. *The University and World Affairs.* Report. New York: the Ford Foundation, 1960. p. 1.

Companion publication:

Committee on the College and World Affairs. *The College and World Affairs.* Report. New York: Education and World Affairs, 1964. 74 pp.

> Reforming the science and mathematics curriculum in the 1950's, for example, was important, safe, praised, funded, and rewarded. It was, therefore, enthusiastically carried out. Meddling with issues in world affairs, reforming the social studies curriculum to make it more intellectually alive, politically relevant, and international was risky, open to criticism, unfunded, and, in many local situations, prohibited. What reform there was in the curriculum in world affairs was based on the principle of arming young Americans with ideas with which they could protect themselves against communism and could "strengthen the forces of democracy."[3]

There are many reasons for studying other societies in world affairs; I will start with the most basic reason: It is necessary to study other cultures in order to be able to understand our own. Without contrast we cannot help taking most things for granted. If there is nothing to compare it with, no alternatives to set it against, we simply do not have a firm grip on what we have. The emotional and the intellectual shock of non-Western studies is one of their special values, because the alternatives they offer are so very different from ours.

Apart from the basic pedagogical reason for studying other countries, there is the overriding argument that a suitable knowledge of the world is a prerequisite for national survival. Secretary of State Dean Rusk stated this issue very clearly a few years ago before the American Association of School Administrators:

> One thing you educational leaders must understand, as a new factor which has appeared on the world scene in the past decade, is this: The survival of man is no longer a matter merely for philosophical speculation; it is an operational problem for governments and is involved in their daily decisions. The first visceral reactions to the day's news could lead to catastrophe. . . .[4]

I thought of this speech when I listened to the news of the invasion of Czechoslovakia for the third time in a generation; but the difference between this time and the first time, of course, was The Bomb and the network of military alliances in Europe.

Prudence requires the highest intelligence and the deepest wisdom. We need wisdom—thoughtful, prayerful, prudent, dedicated wisdom—to lead man through these problems in the decades ahead.

Somehow, then, we have to give top priority to designing and providing educational experiences to the coming generations of our citizens to enable them to better understand and cope with the nature of world reality and with America's unique and indispensable role on this planet. Historically our educational system has served us reasonably well in helping to create a sense of national identity from a wide variety of cultural inputs. There are, admittedly, many groups in our society that have not been integrated adequately into the mainstream, but, for large numbers of groups in our society, the school system has worked well until recent times. The difficulty is that the times have changed; therefore, the needs, the issues, and the questions have changed. Stephen Bailey asks: "Is an educational system basically designed to make an international population (i.e., the immigrant population) American suitable for a world in which our very survival may rest upon our capacity to make an American population international?" Although the gap between rich and poor nations or between the socialist camp and the Western democracies may not be clear to the average American, there are many of us who are increasingly conscious of the disadvantaged in our own society and of their increasing insistence on securing a fair share of the good things in life. The spread of communication, the spread of the possibilities of change within the socialist world, and between the socialist world and the Western democracies, and certainly within the underdeveloped world, have made those who are disadvantaged everywhere in the world increasingly determined to narrow the gap. The difference between the domestic and the international picture is that the disadvantaged in this country are a minority, while in the world at large the affluent nations and people are the minority groups.

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[3] Taylor, *op. cit.*, p. 31.

[4] Rusk, Dean. "Education for Citizenship in the Modern World." *Your AASA in Nineteen Sixty-Three—Sixty-Four*. Washington, D.C.: the American Association of School Administrators, 1964. p. 33.

One of the major tasks before us, then, is to work out more clearly than we have so far the relationship between our problems at home and our international affairs abroad, or, more accurately, a linkage of intercultural understanding at home and abroad. This is a basic, honest, intellectual exercise that needs to be done; the relationship is there.

At the present, the national debate rages over whether domestic or foreign needs should come first. The answer to the question is easy to give in general terms—both are equally important, both must be done simultaneously—but that easy generalization is not going to be good enough to deal with the state legislatures and with the Congress on the national level. We have to work out intellectually and be able to communicate to all the people who matter the inescapable relationship between the intercultural problems at home and abroad. This is one of the tasks before us as individuals, and certainly as an organization.

There are a number of ways to do this. I am not going to try to spell them all out in detail here, because I do not profess to have the answers and also because the Taylor study provides a bulk of valuable material to work with. I will simply mention a few of the avenues that you may wish to consider taking further according to your individual situations.

One fairly obvious line of worthwhile effort would be to relate to our domestic needs the work done in the language and area centers of many universities, particularly the African and Latin American center programs. This includes our domestic needs for materials and insights in dealing with subcultural problems in this country.

I was very interested in one of AACTE's new projects—cooperating with other countries in developing material about their countries for use in the American teacher education system. I think we have to expand that concept, using your resources and the university resources to produce materials for use with minority groups in this country. But you are going to have to take the initiative in dealing with your colleagues and the other disciplines on campuses. Do not expect them to come to you—you are going to have to go to them, since within the preserves of the area studies programs there is not yet much understanding of the people who are engaged in international studies. However, the work that many of them are doing has direct relevance to the problems we face at home. Further, unless we tie these two fields together and present them to our respective legislators and Congressmen as being linked, we are not likely to obtain sufficient additional resources to do an adequate job on either front.

A second line of effort worth pursuing is one that many of you are already engaged in: trying to give your students suitable intercultural experiences at home or abroad, or a combination of both. I have always been struck by the wisdom of the statement of Franz Boas, the anthropologist. He said, "The history of mankind proves that advances of culture depend upon the opportunities presented to a social group to learn from the experience of their neighbors; the more varied the contacts the greater the opportunities to learn." My additional point is that we have to go beyond the application of these concepts and statements through programs we prepare for our students to programs that we use to prepare ourselves. There is a very powerful statement in an AACTE press release on the Taylor study that is worth quoting at this point. Taylor says:

> If you want teachers with a large and generous view of the world, prepared to understand it, act in it, and teach about it, you must give them a chance to experience the world at first hand, or as close to first hand as is humanly possible to arrange, and to find ways of coping with it in their own terms. You must then accept the fact that the curriculum comes out of the teachers and their experience and character; teachers do not come out of the curriculum. What comes out of the curriculum is people who have taken courses, not people prepared to give them.[5]

There are a few other points that might be made about directions and rationale. In a number of situations, institutions are reluctant to tackle some of the urban problems in their midst. This is where an international program frequently has the bonus value of providing a kind of low-threat way into intercultural understanding on the domestic scene. In the process of learning through intercultural work in another country on the other side of the ocean one not only learns more about his own situation in general; he also develops certain insights and skills in dealing with intercultural problems that permit him to work more effectively at home, or at least give him more confidence in tackling some of the problems that are right on his doorstep. If we do not find ways to devise intercultural experiences for the students, for the people we train as teachers both at home and abroad, we will have many more problems than we have had so far with revolt of the students in teacher education.

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[5] Taylor, *op. cit.*

It is interesting to note the problems that the Peace Corps is beginning to have in recruiting these days; 5, 6, or 7 years ago the Peace Corps automatically got much of the cream of the crop, and more than it could use. This is not the case today. It is not getting as many of the kinds of people it would like—precisely because a degree of ambivalence has come into the student's mind as he has become increasingly aware of the challenges on the domestic front, particularly, but not exclusively, in the urban areas. There is a moral conflict going on within many of these students who have the same degree of public commitment, the same desire for public service, and the same hope to do something for mankind that their predecessors had in the early 1960's. It is harder today to justify going overseas and devoting 2 years to helping others when the need is so great at home.

In this marvelous, pluralistic society of ours there is an automatic adjustment that is beginning to compensate for this. It is very likely that the Peace Corps this year will work out a couple of special pilot projects with VISTA or with the Teacher Corps. It might be a combined package, of perhaps 3 years, in which the student would have some experience in a difficult setting here and some experience overseas, at the end of which he would obtain a master's degree. This will take a high degree of imagination, flexibility, and daring by the teacher education institutions that will be involved in these pilot programs. They will have to find faculty members and students who can gear up to designing and sustaining a program that deals with difficult situations in two different cultures. But it is well worth doing and should produce some significant end products that can feed back into teacher education in a variety of ways.

Let me suggest two or three other lines of action. I think the new ERIC Clearinghouse on Teacher Education being operated out of AACTE has enormous potential for both international and domestic problems. I hope that early in its development you can provide for prompt feeding into the system of the experiences of your institutions that have been working with international programs and with intercultural education, whether domestically or abroad, so they can be exchanged widely.

It would also be valuable, if you do not already have such a program, to have AACTE work in cooperation with the Office of Education on a very thorough and imaginative assessment of the potential for international programs inherent in every one of the Office's seventy-odd programs funded at the present time. I know that we in the Office of Education have not yet begun to systematically exploit either the legislative authorities or the funds that we have within our existing programs for international activities. This is one of the first orders of business for this new Institute of International Studies. It is generally an internal challenge, but we would welcome all the help you can give us.

I have already mentioned the notion of foraging in the pastures and preserves of your colleagues in the broad fields of literature, science, and the arts; in the international studies programs; in the area studies centers; and in the foreign language centers on campus. It is good disciplinary practice, and that is where the money is at the present time. About $18 million a year is going into language and area studies programs from NDEA Title VI alone, and very little of this goes to teacher education or to international dimensions of school of education programs—not that it is forbidden by law, but it is simply an example of the degree of isolation of these two programs from each other. These projects can be tapped for your purposes; they will yield to imagination. There are some interesting self-instructional language programs now available at very low unit cost that make it possible for almost any institution to offer a variety of non-Western languages to students without having specialists on its campus.

I will close with two remarks. First, priorities on the domestic scene and on the international scene are equally important, and they have to be tackled directly. As far as budget priorities are concerned, I cannot give you a very optimistic picture for the outlook in the future, for general philosophical reasons. Priorities of time, curriculum, and budget will always be a problem. It is highly likely that the present situation is going to persist for the balance of our professional lifetime—that is, a situation of infinite needs and finite resources. We might as well adjust to a continuous state of crisis—financial and otherwise—and concentrate on finding ways to meet the priorities as defined within the available resources.

Second, I do not think that teacher education is any further behind the times than any other part of the university. Indeed, I think there is good evidence, particularly through AACTE's work, that teacher education is somewhat ahead of the rest of the university. The only problem is that this is not good enough today. The times are changing much faster than ever. The universities are changing proportionately slower, and we have to do better than we have done.

I am reminded of the point John Gardner made not long ago when he reflected on his experience in this large and sprawling complex known as the Department of Health, Education, and Welfare. He found that many of the things that were libeled, many of the things in HEW that bothered people, many of the concerns, were a series of opportunities brilliantly disguised as insoluble problems. I think we can easily deceive ourselves in similar ways about the problems we face here.

In conclusion, I do not think, in the international dimension or in the domestic dimension, that we can be men and women of little faith, and certainly not people of small effort. When all is said and done, we simply cannot opt out of the world. Neither the students nor the world will let us.

Francis N. Hamblin
Chairman
AACTE Committee on International Relations

The national problems of our cities, many of us think, are in microcosm those of the world. In each case they are involved in enormous difficulties in intercultural understanding, which is an area of study that can very effectively serve for ourselves, our students, and others as a tool for developing and understanding the process of change.

The number of projects in which the Committee on International Relations is involved is enormous: the inventory of people who might be interested in working internationally with teacher education; the baseline study with which we are struggling; the study tours that have taken 136 of you overseas thus far; the Central American Social Studies Seminar; the evaluation of AID teacher education projects (some marvelous things have been done overseas that have never received publicity in this country); our efforts with the Foreign Policy Association, UNICEF, UNESCO, the United Nations, the Human Rights Commission, the Department of State, and countless others.

The Administrative Internship Program is growing rapidly and, we think, successfully. We are presently working with the Curricular Materials Project, which is an effort to reduce our collective ignorance by creating consortia of AACTE member institutions to develop materials on foreign cultures that we may use in our colleges and universities. Last year we had 11 AACTE institutions working with 4 West African ones to develop some Caribbean materials. There are at the moment 15 of our institutions working with the UCLA African Studies Institute, in a program going on partly in this country and next summer in Africa.

The only other project that I would like to mention in some detail is our recent effort to breathe life into the International Council on Education for Teaching (ICET), which is the only international organization in teacher education and which many of us feel could represent an appropriate vehicle for extending the interest and activities of the AACTE. We are involved with a mere 7 percent of the world's people within the continental limits of this country. For about two and a half years now the Committee on International Relations has been convinced that we ought to broaden out some. The AACTE Executive Committee also was convinced. If teacher education is central to social development, and if our organization has some unique abilities and resources of leadership, of research, of consultative services, of operational resources, and so on, then all of us felt that we ought no longer let our visions stop at the political boundaries of our own nation.

Therefore, four of us were appointed by the Executive Committee to attend the ICET meeting in Dublin last month, with the intent to either try to put some new life into it or give up and form our own international organization. I am very happy to report that we had better luck than we expected.

We managed to encourage the representatives at the meeting to revise almost entirely the statement of the basic purposes of the International Council on Education for Teaching, changing it from a group that met in a rather cursory fashion every year to an action-oriented organization that we hope will affect many of us around the world. The gist of the revised statement is as follows:

> To provide through professional organization and cooperation for continuous search for and promotion of ideas and practices which are most effective in the education of teachers by providing members with a means for continuing exchange of information, stimulating research, developing administrative leadership, assisting with the clarification of goals and the development of evaluative criteria, and providing modest consultative services with the end in view, hopefully and eventually, that this organization can serve as a collective voice of the world's teacher education community.

We changed the constitution rather drastically. We now have a president, who happens to be from England; two vice-presidents; four new executive committee members, from Uganda, India, Sweden, and Jamaica; and a secretariat based in Washington, D.C. Frank Klassen, associate secretary for AACTE, will be putting the equivalent of half-time effort into this. For the first time we have the vehicle for a vital and vigorous multinational organization to promote and strengthen teacher education. Perhaps in 10 years it may indeed be a worldwide organization.

CONCERNS THAT NEED ACTION
— Urban Education

MARIO D. FANTINI
Program Associate for Education
The Ford Foundation

I am talking to you today as leaders who are concerned with the future of education. We are going through a period of profound transition; the cities in many ways are mirrors for some of the problems facing education generally. When I talk about the "disadvantaged," the first thing I say is that we are all disadvantaged, even though the usual interpretation is that there are certain groups, be they called minorities or culturally different, who are disadvantaged. I believe that we are all disadvantaged as long as the educational system remains outdated, and, as far as I am concerned, we have an outdated system of education, although we are trying the best we can to make this system work. I go to conference after conference, meeting with dedicated people trying to make it work. In many ways it is like trying to make a 1920 car work by tacking on things that will make it more efficient. Sometimes we find it difficult to assume a measure of detachment, look at what is happening, and assume the crucial role of leadership.

There is no question in anybody's mind that we have a crisis in urban education. The latest thing in educational circles is to set up programs to discuss urban problems. I was happy to hear this morning that those who were talking about the international problems were linking them to the domestic problems. When I was in England, they were talking about the colored problem and asking how we deal with it in the United States. England is dealing with the problems of Pakistani and West Indian peoples, and, generally, they are exhibiting the same behavior we did about 5, 6, or 8 years ago. They are starting to talk about the culturally deprived, culturally disadvantaged, and the like. Israel is talking about the oriental Jews and assimilation and acculturation problems such as we have had in this country. It is a new ball game out there; new rules are emerging.

In the process of intellectualising and conceptualising that which I am experiencing, I will start by saying that a lot of the theories or the concepts that I read about have nothing to do with reality. They are not growing out of what I see, what I feel, what I experience. The old days are gone when we used to see a group of so-called scholars who sat in their rooms and talked about what they thought was out there and built on that theory as if it were a reality. You have to get into the action, and you have to be more pragmatic. I think a new wave of theory will emerge, but a more prescriptive theory. The guidance we are going to get from textbooks will be very minimal, and, unless we are willing to take some bumps and some bruises, we are not going to get through this period of transition.

I have not been helped very much by theory, although, in the interaction within large-city systems, some notions of sociology and psychology have been helpful as analytic tools and descriptive elements. This whole notion of prescriptive theory is yet to emerge, and I do not think we will reach too many solutions unless we develop some prescriptive theory. I think we will have to embark on establishing a totally new system of education, but the transition is to improve the present system. The Ford Foundation has a lot of experience in tinkering, and I could speak from the mistakes that we have made; but it was a start. We identified a problem in the inner city, and we embarked on a strategy of compensatory education.

I would like to talk about a number of strategies or innovations that I see emerging throughout the country and weigh them in terms of payoff and solution to the problem. I want to talk about the implications that they have for training, which is our business, and then discuss ways to reform the institution. We begin the journey of updating with compensatory education, which simply says that there are some casualties, most of which are black, Spanish-speaking, or Indian. What we have to do is embark on a concentrated program of remediation to rehabilitate the casualty so that he can more easily join the mainstream.

This is an additive program; it adds on a whole dimension called compensatory education. There are states forming compensatory education departments. Title I is a compensatory program. Again, it is based on the assumption that there is something wrong with the learner, that we have to identify him, and then prescribe more of the same, but in more concentrated fashion. It is based on the old conceptual notion of cultural deprivation—the notion that somehow you have to enrich the experience, make the casualty more like those who are succeeding. This is tied to our own notion of acculturation, assimilation, and integration.

But something is going wrong. It is not working. People are beginning to ask questions about Title I. It is a billion-dollar effort; what is the payoff? Well, it has certainly helped some students, but, as a massive form of innovation on a major social problem, it has failed. It has not failed to make contact with the issue, but it has failed as a solution; and yet we are at the peak period of compensatory education.

Students are categorized as those who are succeeding, who are making it, and those who are not. It just so happens that those who succeed are sometimes labeled middle class, mainstream America, if you will; those who are not are the culturally different.

Just what is meant by "they are not making it"? It means that "they" are not coming up to the grade-level achievement in basic skills as measured by standardized tests. If you are at grade level, you are doing very well, although there are some suburban parents who wish their children were 2 or 3 years above grade level. Certainly those in the cities whose children are 2 or 3 years below want them at grade level. But that is the operational definition.

A solution is to mix those who are achieving with those who are not achieving, hoping somehow that those who are achieving will influence positively those who are not achieving. As those who are achieving are predominately white and those who are not are "other"—whatever that means—we are developing, in a feeble way, the notion of integration in this country. But there are always a dominant senior partner and a junior partner, and somehow one has to call the shots for the other. This is sometimes called racial balance; it is sometimes called desegregation; but it is not integration in the way that I conceive integration.

Those individuals in the black community and others who are educating me are beginning to reevaluate the whole thrust of mixing. At first, after some hesitation to move in the direction of mixing, there was a big push toward it by the minorities, who thought they would get quality education from it. They are now substituting for this mixing notion the notion that "we had rather do it ourselves"—a notion of self-determination. This is one of the international themes that is tied to certain movements in the black community and others, another link to the international framework that you talked about earlier. Although this does present a confused picture, we must keep in mind that integration is based on a feeling of potency and a strong sense of identity in individuals—not on the notion that one has to call the shots for the other.

So this "mixing" strategy is at best wobbly, and it does not seem likely to provide a massive solution at this time, both because conceptually it is not founded on a notion of connection as equals and because there is a lot of work to be done by those who have been shortchanged. So, it is hard to tell what is going to happen with this group.

We are all familiar with the notion that we are going to build a better mousetrap, a so-called demonstration of innovations, and somehow feed this into the system; we are going to develop some good ideas and get them into the system—whether it is role playing, new curriculum, team teaching, TV instruction, or what have you. There seem to be good ideas outside the system, but somehow they become dwarfed when incorporated into the system, and at best the "research," the "evaluation," that comes out is only as good as what we were doing before. This is an indication that there is something basically wrong with the whole process of education and that you cannot tinker by putting in a new carburetor or new gearbox and expect that you are going to have a new car.

There are some strategists who are beginning to talk about a systems approach, and they are saying, "Why don't we carve out a piece of the bureaucracy and create a kind of subsystem and give it a license? Let it explore and feed back to the whole system what we ought to be doing, because there is no capability within the institution for research, development, and training, such as in business and industry." So they borrow a theme from business and industry and say that one of the ways of updating is to support this subsystem. The problem is like that of a heart transplant. The subsystem is rejected in one way or another by the host, and those who tried to manage subsystems have found themselves to be in conflict with those in policy-making roles, who are saying that you can change everything if everything remains the same.

We must deal not with rehabilitating the learner to fit the educational system, but with reshaping the educational system to fit the learner. We need an educational system with the capacity to deal with diversity—that is, diversity that revitalizes not only the society but growth and development. Our previous notions of acculturation and assimilation have led to a homogenizing effect that stultifies growth and development—the very reason why we are in business. For to perpetuate cultural differences, to perpetuate individual differences, is one of our new themes as we reconstruct, hopefully, the educational system. But we really do not have the capacity to deal with individual differences, as you can tell when you deal with classroom teachers who want to reduce class sizes to individualize instruction by having 30, 28, 25 students. In an experiment, we had them down to eight in a class. The teacher asked, "How do you expect me to deal with eight? They are all different."

I think that the whole notion of diversity is stimulated by the crisis in the cities, and those who are leading the movement of self-determination (as I prefer to call it) are beginning to ask some basic questions about what the society is about. The vitality of the society, I repeat, is based on diversity, not homogeneity.

So, when black people talk about black culture and "black is beautiful," they are in a sense talking about diversity. When Spanish-speaking groups begin to talk about retaining their language rather than giving it up, they are talking about the very means by which they answer the question, "Who am I?" They answer it through their language, through socialization. To me this is a wholesome approach, but society policy makers and many of the people in the system have yet to embrace this new notion of diversity as it relates to growth and development. They do not yet grasp the functional relationship among diversity, the variation of stimuli, and the ability of the organism to grow.

Then there is the attitude that you really have to capture the total system, even with new leadership at the top, which is the first approach. You get a new school board and a new superintendent who tries to bring in a new team and somehow revitalize the system. This is what has happened in Philadelphia, Washington, and other places. However, there is a long distance between leadership at the top and performance at the bottom. Teachers shrug their shoulders, principals still do not know what is happening, and the good intentions, the zeal, the honeymoon, and the fireworks that last a few months just do not have the substance to carry through to the agents who are closest to the learner. This is being tried as an alternative, but I cannot report with enthusiasm on the results.

Yet another approach is to deal with the total system but say that the problem is twofold. The first aspect is one of government: the governance of education, the structure of it, the substance of it, and the search for relevance in both the form and shape of education. The notion of decentralization is really to redo the government of education, to rearrange the relationships among the publics that want to make something happen. They are going to search for a new system of education, or even to build it. Somehow over a long period of time what has happened is that we have grown bureaucratized, especially in large cities, and the distance between the central board and the community is so great that the needs and aspirations of community groups are not reflected. The second aspect is the notion of self-determination and pluralism—a return to ethnicity, if you will. You are undoubtedly beginning to get a picture of some of the developments in large cities.

Communities—and these are the communities that are the clients of the school system—are beginning to say, "Our kids are failing; they are 3 or 4 years behind according to your definition of quality education. When we ask why and when we take your prescriptions, after 5, 8, or 10 years our kids are still reading 2 or 3 years behind; they still don't feel good about themselves, they still don't have skills, and they still can't enter the kind of job market that we feel they should. Why? There is something wrong with you, not us. We accepted the verdict," they say, "that there was something wrong with us, and we've gone along with your programs, but our kids still can't read. So we're moving now, and if these are public schools, and they belong to us, then we're holding you accountable. We want our children to be at grade level, and if you can't produce, we will see to it that we get people who can."

This is the height of frustration of the client. The client in the form of the student is also protesting. So, we have the beginning of the student movement. It is not an intellectual movement; it is an emotional movement. It is a realization that "I've been shortchanged, I've been gypped, and I've been taking it as if it were my fault; and I suddenly realize that that's why you're being paid, and I'm not going to pay you anymore." And the mother, with an eighth-grade education, tries to go in and talk to the principal, and she reports that the principal tells her in one way or another that everything possible is being done and again that something is wrong with her and with her child. And she says, "I don't know how to approach the principal. He dazzles me with his words. I can't speak the kind of words that he speaks. And I try to go to the politician that I elected, and he says to me, 'That's political interference; you shouldn't be doing that.' To whom do I appeal? What do I do, just continue to take it?"

We have the system tied up. If you talk to the administrators, if you talk to the professionals in New York City, you feel that there is a war going on between those individuals inside the system who are trying to make the system work and those outside who are impatient with what is happening and who are beginning to organize and form coalitions to ask for a greater voice in rebuilding the schools.

The rebuilding of city schools, the alternative that seems to have most appeal, is breaking up the system and returning it to the people—in some cases to a community that is predominately black, Puerto Rican, or something else. They, in turn, are expected to put people in policy-making situations who are sensitive to their aspirations and are accountable to them. They are declaring war on all the professional sanctions that have developed over a period of time, the whole notion of credentials, tenure, and so on. The more militant, the ones who are not going to compromise, are saying that there has to be an explosion.

This is what I mean when I say there is a war. To intervene at that stage is like intervening now in Vietnam. I try to walk both camps, and I am bloodied as a result of it. It is very difficult to rehabilitate a situation when it has deteriorated so far. In many ways the irony here is that those clients who are asking that public schools become more public are reclaiming their right. (Others have reached a stage where they just do not want to work with the system at all. I will discuss that further on.) They are saying, "Look, in this country it's the public that decides the kind of schools it wants; the public decides policy; it leaves to the professional the implementation of that policy, and then the public has a right to an accounting. So the public has a right to ask why Johnny can't read. That's what this country is all about."

The confusing part is that we, as professionals, have had a long journey dealing with our own identity—who we are: whether we are professional, or whether we are craft. We have been busy trying to solidify our ranks to survive; you know that in cities the teachers have organized into unions to survive. What we have here is the formation of new, legitimate power sources with which we really have not had any experience in dealing in modern times.

So, there is a formation of groups that become a power source and declare war. They embarrass, they irritate the educational system until it moves. The students are beginning to understand this; they are becoming educated by this new movement. So students, too, are becoming a power source. They could bring the educational system to a dead halt by not showing up. Parents could bring the educational system to a dead halt by not sending their children. And teachers, who are the agents closest to the learner, have organized in such a way that they could bring the system to a halt. These are the three new legitimate power sources that any leadership in the future must deal with and must harness in a certain way if we are going to reform the educational system.

I do not believe that we can reform the educational system from within, without coalitions with these new power sources. It is said that parents just do not understand how complicated this situation is. Well, perhaps they would if they participated. It is also being said, "What does an eighth-grade parent know about education, curriculum, or personnel?" That is not the question. "What can they be made to know?" is the question. We have the responsibility, if we are going to be true to the ideals of this society, to so educate the public that they can demand the kind of education that few of us would disagree with.

There are those who will not work with the present system, feeling that it is too far gone, so they have to start a parallel system of education, a separate system of education. They must have new ground rules, start from scratch. In Massachusetts a law was passed that will allow this to happen. There are community corporations being formed. There are subcontracts moving away from a system that appears alien to one that is built on the needs and aspirations of the community.

There is, as part of these new dynamics, an extreme group that is simply a veto group, a social revolutionary group that wants to keep a crisis going to mobilize the community. In essence, it is not program-oriented. The more this group takes hold, the more difficult this transition will be. I know of very few whites who can still have a dialogue with it.

There is another militant group that will negotiate with whites, but on black terms. It is undecided as to whether it will work with the system or develop a parallel system. The Harlem Corps, for example, wants to set up its own Harlem school district, and it is saying that separatism does not mean segregation. It simply means control by blacks and negotiating with whites on the blacks' terms.

Then there is a group of so-called militants who are not going to compromise with the determination that they will have more say in policy and they will help remake the present system. To their right is a group that is asking simply for participation on an equal basis. Then there is another group forming that is asking simply to be consulted. There is a continuum here, but if we do not move, if something does not happen, then the slide rule would go to the left.

If we do not move toward coalition, if we do not start to bring in community groups and talk about updating the system together, these groups are going to opt out. The natural force of events is to go to the more extreme groups.

Of course, the alternative to coalition is repression. You could repress these groups, but that is only a temporary strategy. They would come out with different manifestations of behavior. There is now a slight opening, and it may last for a couple of years. The beginning of this new movement, the intellectualization of the new movement, will allow new forms of negotiation between blacks and whites. We need more black leadership; we need to be educated by the community; we need to have the community as trainers of new leaders. We cannot move into the end of the twentieth and into the twenty-first century without this new realignment with the community.

We have talked about human relations for a long time, but we have never really made it legitimate. We have talked about identity, the ego development, for a long time, but we have never made it legitimate. But the same communities that are demanding quality education are saying that we need to talk about identity.

We have to create new objectives. It is through these new objectives being demanded by the public that we could introduce into the educational system the relevance that we have been talking about. We cannot introduce it ourselves, divorced from the demands of the public that literally controls our schools.

So, this is the challenge that I pose to you: the easy way, or the much more difficult way. I can only suggest the notions of coalition, the beginnings of a formation of these new energy sources, and the hope that together we can get through this difficult period of profound transition.

A PROGRAM FOR HIGH-RISK STUDENTS

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I have been asked to present a case study of a program for high-risk students we have been working on. As of now, our college has gone merely through the planning stage. We have not gone through a complete year even in working with high-risk students. But we have spent a considerable amount of time in the planning stage, which is fairly well completed now. This is a plan for our campus. It is designed for the San Fernando Valley State College with recognition of the kind of community we have, the kind of student body we have, the resources we have—our entire working atmosphere. Still, some of the details in our plan may fit your campus. The main objective of my presentation will be an attempt to draw out some of the basic principles, some of the working procedures, rather than the details of the plan.

Ours is a very new college. It has grown from a walnut orchard in 1956 to a college of 16,000 students in 1968. Consequently, then, in this developmental period our faculty, our community, and our student body have become used to this rapid introduction of programs. It did not come as a shock to our faculty to have the administration of students, and indeed the faculty senate, begin in March to talk about the introduction of the complete new program that we expect to have in operation by September. They are used to this sort of curve-ball pitching, and it has perhaps given us some advantage there. Our college is located in the San Fernando Valley, which is a suburb of Los Angeles with a population of about 1 million, virtually all white. There are only two small pockets we might refer to as minority areas: One of them is an almost completely black ghetto, the other is an area with a heavy population of Mexican-Americans. So, essentially, the number of minority students has been very small. I would guess that on our campus today we have less than 50 Negroes. So bringing a significant increase in the number of Negroes will present a rather new, visible element on our campus, and it will tend to focus attention on this kind of program. You should know that we operate as part of the California state college system. This presents us with certain limitations within which we must operate. We have had very little control, for example, over admission standards, as we are forced to go along with the kind of selectivity that the state system has set up, which is to limit the enrollment of the California state colleges to the top one-third of the California high school graduates. In addition to this, funding and the utilization of state funds are tightly controlled. Everything in California works on a formula except politics. A third limitation is in curriculum and curriculum development. We can do almost anything we want within an approved program, but we cannot initiate a new program without considerable clearance. So we are forced to work within the existing curriculum patterns—making modifications, additions, and revisions.

We have defined the high-risk student as one who, in our estimation, has the potential to succeed in college but has not achieved in either the high school marks or the tests scores required for regular entrance. We feel that there are significant numbers of these underachievers who have an inborn capacity but, for one reason or another, have not achieved.

The first question we had to ask was, Where are we going to get these students if we are interested in doing this? I have pointed out that we have relatively few of these people in our own service area. Should we limit ourselves to doing what we can for the number of Negroes and Mexican-Americans we could find in the San Fernando Valley, or should we go outside what we consider to be our service area, into the inner city of Los Angeles? We decided on the latter, for we realized that if we were going to try to solve a problem, we had better go where that problem is. And this problem is mainly in the inner city.

Therefore, much of our recruitment has been in the inner city. Now this technique presents a new aspect, because we will be taking young people out of the inner city and bringing them into what is essentially a white community, and there providing them with an opportunity for higher education. And whether this is good or bad remains to be seen.

The second basic question we asked ourselves was, Should we, in bringing in these students, attempt to set up a special curriculum? Should we set up special sections limited to these disadvantaged students? Should we try to develop a pattern of courses that would be of particular interest to these youngsters? We decided that we are going to straddle the fence. We are not setting up special sections or courses, as such. We are not setting up special courses or new devices or curriculum modifications especially for these students. But we are setting up a number of new courses that we assume these students will share in. When we set up a course, it will be because we think it is good education for everyone; and we are going to do our best to prevent any situation that would lead to a congregation of these youngsters in large numbers in certain sections, which, in effect, would lead to a sort of segregation within the College itself.

The American college campus has been the arena for some of the earliest struggles in our most recent round of efforts to attain social equality in America. When federal troops opened the campus in Oxford, Mississippi, or Montgomery, Alabama, many of us wrongly assumed that the opportunities for educational advancement were really opening up for the American Negro. There had always been many colleges whose doors were physically open to black students, but where the conditions for enrollment created an invisible barrier few colored students could penetrate. For some the excluding factor was high school grades or college board exams; for others it was a financial limitation; for still others it was social rigidity. For most it was the rocky road through the competitive high school. Unmotivated, unencouraged, poorly advised, discouraged at the high school counselor's desk and at the family dinner table, students of the minority groups failed to find their way to the college door, whether it had been opened by federal troops, court order, or kindly trustees. The concept that college enrollment privileges would be accorded to the black student has become a bitter illusion. So the struggle to bring him full educational opportunity has now entered a new phase. American education as a social instrument is now being asked to provide opportunities on a scope new to all of us. To do so we must reevaluate all our traditional routines of grade-point averages and college board exams, fiscal responsibility, application fees, and similar paraphernalia. We must find new measures, new rules for student advisement, new avenues for student cooperation, new energy for a task made difficult by its own uncertain dimensions and its own uncertain reception by the very students whom we set out to help. This new intake of disadvantaged students is apt to bring to our campus a new kind of scholar. He comes with an air of suspicion, a determination not to be shoved aside, a militancy that says that either he shall succeed or we shall all suffer. Yet the task is a challenge. Can we succeed when we know that previous efforts have failed? Can college education actually be a major force in bringing full social justice into every realm of the American enterprise? Across this land, the idea of equal educational opportunity for the disadvantaged student is a new theme and a new phrase. On our campus at least, we believe we can succeed to the extent that we can involve and infuse the broad spectrum of the college community. It is, of course, too early to predict success. But we have been able to establish at San Fernando Valley a very important prerequisite—campus-wide interest. Our program for disadvantaged students has been well publicized. Everyone on campus is aware that something is under way. So we start with a conviction that such a program is needed and a conviction that such a program can be provided. These convictions of what ought be done and what can be done must touch every element of the campus. The student newspaper editor, the security guard in his patrol car, the faculty member in his classroom, the dean in his office—they all can help or hinder. Our program will succeed if they all continue in their effort to help.

The second essential element is leadership. Responsible, responsive direction by men who are not particularly glory seekers tends to make the task, if not easy, at least something less than impossible. In this connection, the leadership of the disadvantaged student groups generally represented by the Black Student Union, or what we call the UMAS (United Mexican-

American Students), or some similar minority organization is absolutely critical. These are the people who reach across this broad spectrum, and, in a sense, they play with fire, they are willing to play with fire, and so they find this interplay between confrontation and cooperation a dangerous game, but a game they are willing to play. It could lead to a tokenism program, or it could lead to explosion. An aggravating factor on our campus, and I assume on all others, is the role of the radical white student—a student who is perhaps not quite sure whether his stimulation and involvement come from humanitarianism or from the heady intoxication of trying to grab power. Faculty and administration tend to be what astronomers call inert bodies. Leadership in their ranks is only a matter of pushing rather than guiding.

The third ingredient for success is a reasonable allocation of funds and manpower. The Honorable Jesse Unruh, California legislator, once remarked, "Money is the mother-milk of politics." Mr. Unruh might well have included among his suckling advantages virtually every other social process—certainly higher education. So the dedication of time and funds is an inescapable part of the pattern for the success of a new program. This does not mean necessarily that large funds must be involved or that the ultimate product will be expensive. It does mean that there must be some flexibility in use of money and there must be a good many uncounted hours available.

The fourth ingredient in change is change itself. Nothing succeeds like success. If the first moves are the right moves, they encourage more moves. Despite a compartmentalized structure, every college campus has a busy grapevine. Like the bandwagon and the snowball, curricular change gathers adherence when the cause is right. Enthusiasm and participation are engendered by the momentum of change. San Fernando State College is fortunate in having all four of these ingredients: deep conviction, wide responsive leadership, some money—limited but flexible—and successful first steps. Whether we succeed depends on the proper utilization of these and probably other uncounted, perhaps even unknown, factors. Still we do have at this moment what we think is a viable plan. We have campus-wide involvement and enthusiasm. Students, faculty, and administration have responded. Minority students vacillate between belligerence and cooperation. Funding is still our most serious problem, but hopefully not so bad as to cripple the project. The implementation of all courses will present some staffing problems, unless faculty recruitment succeeds in bringing in men with new skills and experience. Programs of advisement and tutorials are sure to hit unseen snags. One of our precautions has been to try to provide an unsnagging procedure that may work effectively.

During the 1967-68 school year the officers of the student government on our campus stated repeatedly that they wished to secure student representation on key committees, including and particularly the Educational Policies Committee, which is an all-college committee dealing with undergraduate curricular matters. As an alternate to student participation, we extended to them an invitation to elect student leaders who would meet with key committee members and administrators in this curricular area. The response, to say the least, was apathetic. At the first meeting, one student senator appeared. We later learned that the schedule of this meeting conflicted with a rock-and-roll group on campus, so we rescheduled the meeting, and that time we got another senator. Students from minority groups such as the BSU and the UMAS were requesting similar meetings, so we offered them also the opportunity to meet with us. By contrast to the elected student meetings, these meetings were well attended, aggressive, and demanding. In the first session, held near the end of March, we sorted out our problems into two kinds: those that were essentially curricular in nature and those that we labeled noncurricular. Two weeks later we held a second meeting to deal specifically with the noncurricular problems such as student grants, student housing, admission policies, and financial aids—thus involving nearly every area of deemed student responsibilities. Then a third meeting, which lasted some 5 hours, was set to deal particularly with curricular innovations and responsibilities. Due notice was sent out by the administrative office to each department, asking each department to scan its offerings and its resources and to be present to express its ideas to an open meeting of interested faculty and students. The response to this meeting was, in my opinion, the turning point in the whole program. This was the first time that faculty members were brought in to present their ideas, and this is why this meeting held on May 7 was probably the turning point. The response from the departments was encouraging. Students were there, and they felt free to raise questions and make critical comments. Much of the success of the committee was due to the groundwork that had been laid by a number of our minority group students who had paid prior, direct office visits to many of the departments and had held private consultation with a number of the faculty members whom they knew to be sympathetic to their cause. During these weeks of negotiation, two other events of significance took place: First, the State Board of Education authorized the expansion of the limits of admission for unqualified students (previously only 2 percent of our enrolling freshmen could fall below admission standards; the board of education raised that limit to 4 percent); second, the president of the College authorized the appointment of a person to serve as an organizer and a leader for our educational opportunities activities. This appointment went to a man named Stanley Charnofsky, an "Anglo" associate professor of education, whose background, however, had gained for him a strong measure of confidence among the minority students as well as his colleagues. Under his direction, a separate office is now being organized and staffed. To date, the College has committed one full-time secretarial position and one full-time graduate assistant in addition to Mr. Charnofsky, with the promise that more help will be available should the work load make it necessary. A search is now under way to recruit a member of one of the minority races to fill the leadership post. Mr. Charnofsky is convinced, and we agree, that the probability of ultimate success will be increased by having a director of either black or Mexican-American heritage. Meanwhile, the Dean of Students Office has offered help to accelerate and assist in this program. This is rather an interesting committee. I attended a session, along with a couple of other people, and two students, one black and one Mexican. I have been told that they will have veto power over any appointment that will be made. This, of course, has presented these two students with a sense of responsibility, and they are responding very well in their participation on this kind of committee.

We now turn to the question of the recruitment of our disadvantaged students. The intention of this College, as I have already mentioned, has been to avoid a double academic standard. In our opinion it would, in the long run, be a serious mistake to accept lower academic standards for students entering under the disadvantaged student program. Instead, our philosophy has been to expect of these underachievers the same accomplishment in the college task, whatever that college task be, as is expected of regular students. At the same time, the College has committed itself to offer every encouragement and every assistance within our resources to make sure that the disadvantaged student accomplishes that college task. This means that every student admitted should be intellectually capable of achieving college success despite the fact that his high school grades and records do not qualify him for admission.

The serious problem was how to find these able but undermotivated students. It was obvious that their high school grades would not help. It was equally obvious that test scores would not help much more. At this point, we turned directly to our on-campus minority students. We asked them, "Can you, with your contacts, with your campus experience, with your insight and your interests, find these students? Will you help select students who, in your estimation, already have the native ability and could develop the motivation to successfully undertake college education?" Knowing that the tools that we traditionally used could not be used here, we quite frankly said to the black students, "We are going to give you a major role in deciding who comes in under this program. If they succeed, you will participate in the success, and if they fail, you will participate in the failure." The minority students responded. Teams of black students visited all the Valley high schools where there were Negroes, but they focused particularly on the inner-city high schools. They visited every one of the high schools in the black ghetto; they talked to literally thousands of students. We had empowered them to accept preliminary applications for admission, and they brought back applications from 800 students. High school transcripts, college entrance tests, and letters from counselors were required for these students, even though we were not going to use them in the traditional way. These documents finally came in for about 300 out of the 800. Again the BSU students sat in as informal advisers to report what they knew and how they regarded each of these completed "soul brother" applications. The final selection was made by the admissions officer in consultation and conjunction with Mr. Charnofsky. Only in very few cases did it appear that the judgment of the students differed from that of the administrators. In every case, the benefit of the doubt went to the student. UMAS followed a somewhat similar pattern, differing only in scope and intensity. Their major efforts were confined to the San Fernando Valley. They were inclined to give more weight to high school records than to high school counselor recommendations. The Mexican-American group of potential students was considerably smaller, and the UMAS students were better acquainted personally with the students. In the end, about 200 applications had been accepted. Of these we found that 50 already met regular college qualifications and consequently could not be in the equal opportunities program. We expect in September to have between 130 and 150 enrollments in our educational opportunities program. In every instance the students on the campus who participated were given a firm understanding that the responsibility for choice rested heavily on their recommendations. We feel that this direct involvement of UMAS and BSU is a crucial element. The educational opportunities program on our campus belongs no more to the administration than to the faculty and no more to the faculty than to the minority students themselves. If the program succeeds, it is because we have all tried, and if it fails, it is not because someone was not trying.

The intention of the College has been to maximize the opportunities for success for these students. Ideally, these young people could be brought together for some kind of pre-enrollment experience, during which they could be oriented to college life and they could gain some experience and some confidence in handling the college situation—intellectually, socially, and emotionally. They would have time to develop some friendship ties—learn the ropes as it were—and to receive some special, though admittedly limited, remedial assistance in areas of obvious deficiencies. To this end, we drew up a very hasty graph that we submitted to the Economic Youth Opportunity Administration, which is a federal funding agency for Southern California. We received a special grant of $65,000, expendable during this past summer, intended to bring 100 of these students on this campus for an 8-week pre-enrollment experience, dubbed Project Learn. The incoming students were housed in the college dormitories. They were instructed by 5 of our regular college faculty and were counseled and guided by 10 assistant instructors who were chosen by minority college students. The program was bolstered by our use of the remedial reading lab and by a series of lectures offered primarily by the members of our anthropology department. We intend to grant these students three units of college credit for this 8-week effort.

Although it is too early to learn accurately how Project Learn has helped, in the opinion of the director and the students, the program has been successful. Its ultimate worth, of course, must be determined by the success of its participants in the actual college tasks. We will have the opportunity to make an interesting comparison: About 90 students were finally able to accept the invitation to Project Learn. We expect another 50 students to come in the fall, who will not have had the benefit of the summer program. We will then be able to make some comparisons between the accomplishments of these two groups.

Reference has already been made to the role of many departments in presenting sound curricular modifications. In higher education, curricular change is a tedious, cumbersome, time-consuming task. The process at Valley State is no exception. Curricular proposals start at the departmental level, generally in committees, and from there find their tortuous way through writings, revisions, revisions of revisions, through the department chairman's office, through the school committee, to the dean's office, and finally to that august body, the Educational Policies Committee. There, after due probing and questioning, the proposals are either returned for further study or recommended to the academic senate, where, if they pass, they go on with the tacit approval of our president. In curricular matters, our college has long operated on the policy that it is better to be slow than sorry. The faculty has always regarded curriculum development as its special preserve, where the unblessed and the uninitiated have little right to tread. It was in this field of curricular development that the idea of an educational opportunities program received its clearest commitment from the faculty. The academic senate expressed its endorsement by resolution. The spirit of curriculum expansion was well received in the administrative and faculty offices alike. The process was undoubtedly spurred by memorandums from the vice-president's office. When the count was finally taken, a substantial number of well-thought-out curricular proposals had emerged with what appeared to be consensus support. Sociology 203, The Minority Family; Psychology 295, Psychology of Contemporary Social Issues; English III, Selected Afro-American Writers; Speech 140, Rhetoric of Black America; Political Science 196, Black and Brown Citizens in American Politics; Speech 310, The Rhetoric of Dissent—these are samples of the kind of curricular innovation that has moved through the usual tedious process, reduced to a matter of a few weeks. Not to be outdone, the Educational Policies Committee authorized a subcommittee, which has been meeting during the summer, with power to award the seal of approval to these and other new courses it deemed worthy of presentation in the fall of 1968. In general, curricular modification has taken one of three forms: The first is the change of emphasis in an already existing course: for example, changes in required reading in freshman English, the addition of Negro playwrights to introductory drama courses, and the inclusion of notable public addresses by outstanding black or Mexican spokesmen in the freshman speech course. The second change was the addition of genuine new courses, such as those already mentioned. The new courses, at least so far as presently conceived, are almost all lower division courses, available without prerequisites and aimed at those social issues that seem to be of most concern to the minority students. The third change has been the utilization of previously approved open-ended curricular offerings, such as special topics or seminars at advanced levels. We find examples of this kind of change in, for example, Geography 496, The Migration of Visible Minorities in America; History 489, The History of Black People in the U.S.; and Political Science 470, The Role of Minority Groups in American Politics. So we will begin the year 1968-69 with approximately 20 significant curricular changes, additions, or modifications. These curricular changes clearly point up one of the naughty problems: Are we dealing with education for disadvantaged students, or are we dealing with education about ethnic minority problems in America in general? Are we in effect equating ethnic differences and disadvantaged students? The fact is that while not all minority students are disadvantaged students, in our experience at least, all the disadvantaged students have proved to be minority students. In our program, we have not had one Caucasian applicant. This does not mean that there are no poor Californians. But the fact is that there is nobody out recruiting among the Caucasian poor. So in our case, when we talk about disadvantaged students, we find ourselves confined entirely to the black and Mexican student. Furthermore, the concern of the minority student who has met the regular entrance requirements for his disadvantaged brother is so real and so deep, in our opinion, that these two groups tend to appear as one in the eyes of the campus community.

This situation presents two basic problems, of which we here today are dealing with the lesser, in my opinion. Educational opportunity for able underachievers from the minority ghettos is a challenge, but it is one that is within the traditional patterns of experience and education, and one that tends to lend itself to the application of techniques and processes with which we are fairly familiar.

The second problem is neither so simple nor so direct, but, in the long run, it strikes more closely at the roots of the conditions that have precipitated the dropouts and the underachievers in the minority groups. The question is, How is higher education going to tackle the intellectual and emotional aspect of the entire race problem in America? What can our colleges do to contribute to the solution of what we consider to be a major domestic social problem? To undertake a program of remedial action, limited to the disadvantaged, underprepared, underprivileged, but able high school graduate without, at the same time, attempting to strike at the basic roots of racial discrimination in America would be short-sighted and, in the long run, unrewarding. San Fernando Valley State College has accordingly set a second task for itself. During this coming fall we will have as a visiting professor a man named Herbert Hill, who is the national labor secretary for the NAACP. In addition to his regular teaching assignments, Mr. Hill has been asked to compile for our benefit a study of the impact of higher education on ethnic-related problems in America. To begin our work with him, we have established a campus committee, with the intent of dealing with the same problem on the local level: namely, what can San Fernando Valley State College do toward a better understanding of the ethnic problems of our society? What the outcome of these studies will be, we do not know. We do feel that the problem of the disadvantaged student and the problem of the ethnic minority are so intertwined and interrelated that what we do for one will help the other.

The same question was debated by the Educational Policies Committee. Are these new courses designed to the benefit of the disadvantaged student or for the general college population? And the answer is, for both. We do not intend to have courses or classes solely for the disadvantaged students. We feel that they should be properly integrated at the general freshman level. However, it is our opinion that many of these courses will be of special interest to the disadvantaged student, not because of his educational disadvantage, but because of his cultural background. His basic interest in problems relative to his culture will, we feel, add to the sum total of his motivation. The courses hopefully will be presented in ways that are sympathetic and acceptable to the minority students, adding to their self-understanding, their self-identification, and their self-respect.

You may notice that I have made no mention of courses designed specifically for remedial purposes. We have no course in precollege mathematics. We have no course in remedial reading. We are convinced that these students have been repeatedly exposed to remedial efforts by teachers as fully qualified in teaching those basic skills as would be anyone on our campus. We are convinced that their educational deficiencies are motivational in origin. If they find that they need help—whether in writing, reading, speech, or mathematics—we do have on campus long-established academic skills laboratories for all students, regardless of grade or background. The Educational Policies Committee debated as best it could the first steps through which these uncertain new freshmen should be led. It was agreed that their program should be more structured and their academic life more protected than is the normal practice. The first prerequisite is sympathetic understanding and continuous faculty advisement. So the invitation is now out to our entire faculty. Are you willing to serve as a special adviser to one of our incoming disadvantaged students? Incidentally, this term *disadvantaged student* is deceiving and perhaps inappropriate. Once these students reach our campus they will be anything but disadvantaged. Let me assure you that even the president's daughter with her Caucasian curls and her miniskirt will not get the attention and tender loving care that our plan provides for these incoming youngsters.

It is anticipated that we will be able to obtain for all of the 130 or more students an adviser who will deal with them on a one-to-one basis, who will counsel them as to courses, who will discuss with them their academic problems, who will attempt to open doors across departmental lines, who will check on their progress from week to week, who will arrange for tutors if necessary, who will do all within his power to legitimately aid and abet them in their efforts to maintain academic qualifications on our campus.

A second step is to provide enrollment priority. There is little use in providing for block enrollment, selected courses, and favored instructors only to have all these disadvantaged students swept away through the rush of 1,800 entering freshmen, whose very qualifications indicate that they are adept at all the tricks and skills the academic world maintains. So our disadvantaged students will be carefully herded through early preregistration.

Our third concession is in the privilege of pass-fail grading. Our college a few years ago established the privilege of pass-fail grading at the student's option, limited to no more than one course per semester and limited to courses outside his major. This very conservative policy was undertaken on the assumption that it might lead to some intellectual safaris into the academic jungle. The question in the eyes of the Educational Policies Committee was whether these students would profit more from a sense of security that might come from pass-fail grading or from exposure to the normal competition found in regular grading. It was decided that the past experience of these students was probably pretty long on competitive activities and pretty short on confidence-generating activities. Accordingly, it was voted that the disadvantaged student should, at his option, have the privilege of enrolling in 12 units of pass-fail courses during his first semester, 6 units of pass-fail during his second semester, and thereafter would be on the same pass-fail basis as our other students. Whether the incoming students will choose to exercise this option, we have yet to see.

There still remains the problem of dealing with the difficulties that we know these underprivileged students, no matter how well motivated, how carefully advised, will encounter in their individual course obligations. We decided that some kind of individual tutorial system was absolutely essential if we were to provide each student with the optimum opportunity that is foundational to this whole idea. We have accordingly pledged ourselves to the establishment of a paid individual tutorial program to be available to any one of the disadvantaged students in any course, at any time during his first 2 years. The only limitation we set is a maximum of 150 hours of individual tutoring during the first year and 75 hours of individual tutoring during the second year. We are confident that we can find upper division students and graduate students who will be willing to take on these tutorial duties at the designated rate of $2 an hour. We shall try to keep the system as simple as possible. Any upper division student or graduate student may have his name on a tutorial list only with the approval of a department chairman, thereby presumably guaranteeing the academic competency of the tutor.

The selection of a tutor will be made by the tutee, thereby guaranteeing so far as possible the acceptability of the service offered. We anticipate that this paid tutorial program will cost somewhere between $30,000 and $45,000 during the first year of operation. There is, of course, no direct state appropriation for such service. We operate under a budgetary procedure that, I hope, for humanitarian reasons, is limited to the California state colleges. We do feel that this tutorial program is a legitimate charge against our instructional salary budget, and we have made application to transfer the needed funds from our regular instructional salaries into a special tutorial fund. We have not as yet received that permission. However, the College has made this commitment, and we intend to live up to it one way or another.

There are a number of students on our campus who have already indicated their desire to offer tutorial service on a volunteer basis. Whether their altruism will continue when they learn that other students are getting paid for the same service is not difficult to forecast. Their only recourse then will be to get a department chairman's authorization to be put on the qualified list.

A variety of other activities have taken place, all intended in one way or another to add to the possible factors of improvement in the basic program. I will mention, for example, the establishment of a special section in our library. We have been fortunate to have at San Fernando State for the past 2 years summer workshops on the history of minority groups in America, and we have compiled a rather complete library. This library of relevant material now becomes a legacy for the College, and we are using these books as a core for a special exhibit and even perhaps a special section in our library. Our library staff is to go through all library holdings and prepare a special bibliography on literature and material relative to disadvantaged students and ethnic problems. This bibliography will be as detailed as possible and annotated with library call numbers to make it as useful and as easily used as possible.

Certain of our psychology-oriented students have felt that one of the great barriers to the success of the program will be the attitude of on-campus sophomores and upperclassmen, and accordingly they have within the past several months organized a number of what they term *sensitivity training programs* aimed at building a climate promoting the acceptance of minority students as a matter of course in a better human-to-human understanding atmosphere.

Obviously, if the program succeeds, the organizational structure that we have outlined will be insufficient. We have accordingly instructed our budget committee to give top priority to an expansion of that program in the next fiscal year. We trust that the chancellor's office, the legislature, and eventually the governor will all agree that this program will be a wise investment for the educational future of these young people, who are having their last chance at the educational ladder. We at San Fernando Valley State are fortunate in having sufficient dormitory room to accommodate these disadvantaged students, and consequently they will be in an atmosphere where we can perhaps be more solicitous of their welfare, more concerned with their personal problems. There have been some suggestions by some of our radical whites that we ought to try to get these students into the apartment houses and the other rental units around the campus. We are trying to discourage this kind of difficulty. We think that they have enough problems as it is. The question of cracking the community housing barrier we feel is better left to another day.

Up to now I have said little about the problems of funding this disadvantaged student program. It will, of course, place a special burden on the instructional resources of the College. I have already mentioned the $30,000 to $45,000 tutorial money. Fortunately our library allocation is sufficient to cover the purchase of additional materials. The cost of the new office's director and his assistant and secretary will come out of our regular instructional budget since there is no allocation to date for that office. Spread over some 720 instructional positions, we do not anticipate it will create discernible hardship in any department. The real funding problem comes in finding the financial backing to cover the necessary personal expenditures for these young people. I pointed out to you they all must live away from home. With very few exceptions they come from families in the lower economic brackets. We expect it will cost us about $1,600 per student. The federal government provides some money as a special grant to economically deprived students, provided there is matching money. Of this, at the present time we are able to allocate $800 per student, provided, of course, that we can find the other $800 in matching money. This is one of the problems that we have not yet been able to solve.

The student body has become involved in funding and is making what I consider to be a very noteworthy effort. Last spring it became so enthusiastic over this problem that it pulled out $6,000 from the student budget and allocated it to us. We have another organization on campus, the San Fernando Valley State College Foundation, a nonprofit organization that runs our bookstore and certain other college enterprises and carries our research funds. The Foundation has contributed about $6,000. The students have asked for and just now received permission to raise their own fees by $1 per year per student, which will bring us an income of about $16,000. The students and certain other people have engaged in a public fund-raising drive among the faculty and among patrons and friends and industries in the Valley, trying to find the matching money so that we can obtain the federal loan funds. We have about $187,000 of federal money that we need to match. Up to the present time we have been able to find only about $30,000. Recently, the California Legislature passed a bill that authorized a quarter of a million dollars to be given to state colleges to help in this program. This particular item, of course, has not yet been approved by Governor Reagan, and, as you know, Governor Reagan has on his mind, among other things, economy. Whether he will veto the bill or sign it we do not know at the present time. If he does sign it, it will be of material help to us. If he does not, then we probably are going to be forced into a loan situation. Each of these students can borrow a certain amount of federal money and then turn around and use that as matching money for a federal grant. So, one way or another we will have some free money for them. We will have employment opportunities for them on campus that can be used for matching money, and we will have some loan money; but we feel confident that we can put together financial packages for 200 students to the extent of $1,600 each.

Let me just summarize some of the problems that are facing us here. One of the unanswered questions is, How are the minority students going to accept this program? Our speaker this morning very vividly and in my opinion very accurately pointed out the spectrum of opinion and the spectrum of cooperation that the black students in particular are willing to extend to the establishment. Despite the fact that we have involved the black students, despite the fact that we have involved student participation, I am sure this still will be regarded as an establishment program, and the extent to which these black students are willing to cooperate in this program remains yet to be seen. Whether they feel that the kind of education they are getting here is the primary target or whether they feel that some increase in the so-called Black Power movement is their primary objective we do not know. It has been encouraging to hear a number of people comment from the podium at this conference that the students are not anxious to tear down the colleges, at least not now.

The second problem is, Will our faculty really make modifications and changes in their instructional materials and methods? This is another unanswered question. I firmly believe that if we can find an instructor who is sympathetic, who is committed, who is interested, then we really do not have to tell him what his change methods ought to be.

The third problem, of course, is whether our funding program can be worked out and whether it will hold up. It is a serious problem.

We have learned many things in the process of evolving this program. One of these is that when we deal with minority students, we deal with a different breed of cat. I have never before met a group of students or a group of people who were so completely authoritarian in their whole philosophy of how things ought to be done. They feel that there ought to be somebody who knows the answer, there ought to be somebody who can send out the memo, who can give the command, and things will happen. They see this business of an administrator working with faculty and trying to arrive at a consensus as a time-wasting device at best and a delaying tactic at worst.

So, although they want to participate, they want to participate pretty much on an authoritarian basis, and we have to recognize that. They are a different kind of student. They are demanding and they are sometimes unreasonable, and if you do not recognize that, you are soon going to be in difficulty with them. The College has to act on that assumption; and I say *act*, not *react*. You cannot draw away from them and you cannot counterdemand; you cannot lose your patience and you cannot lose your temper and you cannot always succeed either. There are certain things that they have asked for to which we have said no; but when we say no, we do so in a way, so far as we can, that will keep the door open and keep the conversation going. We have to deal with them, as I say, not necessarily on their terms, but in a different way.

The second thing that I have learned is that the minority students with whom I have come in contact can and will accept responsibility. They have undertaken the responsibility for helping in selection; they have undertaken the responsibility of sitting down in our curricular meetings, and so on. I suggest that this assignment of responsibility be given before it is demanded, that these people be taken in by invitation rather than by demand.

A third thing we have learned is that the faculty can be involved and can be sympathetic. The question was raised several times, as I recall, in this conference, Why is it that the administration seems to be more ready to accede and be sympathetic to the students than the faculty? That has not been my experience. The faculty are responsive when they come into the confrontation situation themselves, and on our campus we have said that we are not going to protect the faculty from the demands of the students. Let the students and the faculty have their confrontation, and I will be there, too. When the faculty have this kind of a participation role, then, I find them to be just as sympathetic and just as ready to conciliate and to spend the hours making an investment of time as the administration.

A fourth thing I have learned is that our college procedures can be speeded up. After the faculty have decided that they are willing to make the commitment, committees can meet every day, reports can be moved along, approval can be accelerated, and subcommittees can be set up with power to act. I pointed out that we started on this program in March. Since March we have put through 20 curricular changes and all these other kinds of things that I have talked about, such as library programs, advisement programs, and so on. Every one of these things has gone through our regular faculty participation process on an accelerated basis.

The fifth thing I have learned is that some resources must be available. Trying to make these changes without money would be impossible. You do not have to have a lot of money, but you have to have some kind of flexibility in the use of funds and in the use of time. The expenditure of time in this program has been uncounted. Obviously over the years we could not afford to continue this kind of investment of time, but during these initial stages I feel that this is a wise investment and a wise commitment.

Finally, we will succeed in this, I think, only to the extent that we have a deep conviction that it ought to be done. We are hopeful for the future; we have what we think is a viable plan, and we have a good deal of enthusiasm for trying to cope with what we think is one of the most serious problems that our college has ever faced.

WHAT TEACHER EDUCATION COULD AND SHOULD BE DOING IN THE NEXT 20 YEARS

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I am going to start my talk with four short stories, and then I am going to ask you to select the point I am trying to make in each of these stories. Later, I am going to ask you to apply these points to some other comments I make as I go through my presentation. I want to do this for a specific reason: One of the things that I am going to talk about later is that every one of us, just like every one of the students we teach at any level of education, sifts out knowledge or information in terms of the conceptual schemes operating within him at any given time. Thus, each one of us brings different meanings to anything he experiences, hears, or reads. I think that each one of you probably will be interpreting my stories as I go through them, and these interpretations will be different for everyone.

The first story is personal. When I was a young fellow in New Hampshire, I had to report for duty in the U.S. Army at Fort Dix, New Jersey. To get there I had to go to the Port Authority Bus Terminal in New York City. Many of you, I am sure, have been to the Port Authority Bus Terminal or some other terminal similar to it, but, to me, arriving right out of the hills of New Hampshire, it seemed as though everyone else in New England had gotten there at the same time. I had difficulty finding out where I should go to catch my bus, so I went over and I rapped on a newspaper counter. The attendant was bending over at the time and could not see me or did not pay any attention to me, so I rapped a little louder on the counter. When he finally looked up, I pointed and said, "Say, Mister, is that the direction you take for the bus to Fort Dix, New Jersey?" He looked me right in the eye and said, "Buster, don't point unless you know where you're going."

The second small point comes out of a little book called *The Gospel According to Peanuts.*[1] It is the Peanuts cartoons put in the framework of the messages of the Gospel. The section goes like this: Lucy is saying to

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[1] Short, R. L. *The Gospel According to Peanuts.* Richmond, Va.: John Knox Press, 1965. 127 pp.

Charlie in the first frame, "Charlie Brown, do you know what's wrong with you?" In the second, Charlie has his head down, and he is not saying anything. In the third frame, Lucy is saying a little louder, "Charlie Brown, do you know what's wrong with you?" In the fourth frame, Charlie has his head down even a little lower, and the caption in the fifth frame is this: "Charlie Brown, what's wrong with you is you don't want to know what's wrong with you." (Remember now, later on you are going to have to apply the points of these stories.)

The third point comes out of a book that I read just recently. It is Camus' book called *Resistance, Rebellion and Death.* In one chapter, Camus talks about the function of the artist in modern-day society. He says something that I find relevant to everything I have heard at this conference:

> The artist, the leader, the communicator, the one who wants to help lead people to produce a better society is in an interesting position in the kind of world we live in today, because what has happened is that there is no such thing as inaction. There is no such thing as inaction because of the nature of the world, the system of communications we now have. We are no longer privileged not to know. Now, once knowing, especially if you are in a leadership position, once knowing and choosing not to act, you have in fact taken an action.[2]

Now, what Camus comes out with is this: "Therefore, the only alternative for the modern artist or the modern leader is to create, to create knowing that we create dangerously."

The fourth point comes out of another book, called *To Kill a Mockingbird.*[3] In this book there is a section in which a little girl named Scout is coming home from school. She describes to her father, Atticus, what happened at school that day. She is angry; she is fit to be tied; in fact, she tells Atticus she is not going back to school. This is what happened at school: The teacher tried to give a little boy—I think his name is Walter Cunningham—25¢ to buy his lunch, and Walter kept refusing the 25¢; he could not take the 25¢ to buy his lunch. The teacher kept trying to give this boy 25¢, and Scout could not understand why that teacher could not understand why Walter could not take the 25¢, so she went home that night and she told this to Atticus. Atticus, sitting at the dinner table, knows that he has a rare moment as a father and as a teacher to help Scout learn something, if he can say the right thing; but he does not know what to say at that moment, so he does not say anything. Later on, he goes out on the front porch and sits in his rocking chair. Scout comes out and sits in the chair with him. This is what he says to her as they are rocking in the chair: "Little Scout, you have learned something today, and if you can remember it and live by it, it will take you a long way in your lifetime. What we have to do throughout our life to make it really meaningful is to put ourselves inside the skin of other people and walk around in it for a while."

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[2] Camus, Albert. *Resistance, Rebellion and Death.* New York: Alfred A. Knopf, 1961. 272 pp.

[3] Lee, Harper. *To Kill a Mockingbird.* Philadelphia, Pa.: J. B. Lippincott, 1960. 296 pp.

Those are the four stories. You have the points; apply them now as we go on to the major discussion for today.

When I was asked to prepare a presentation on what teacher education could and should be doing 20 years from now, it really excited my imagination. It is something I am sure we all have thought about, and all I needed was a push to further extend some ideas I already had about this topic. We all deplore the fact that most educational change in the past has occurred only when the forces that tend to pressure the status quo are finally stretched to their breaking point. In some respects we in education live from one crisis to another, with impetus for change being brought about only by these various crises. We have wanted the time to think about plans for the future of education, but we have found it difficult to obtain adequate time. Like the fabled bird that flies backward so he can see where he has been, we have charted our educational course from a rear-view perspective and, hence, by hurried side glances at the present. Seldom have we flown positively toward the goal we are seeking via the route we should travel.

Speculation about the next 20 years in this country is indeed a crucial activity for every one of us. If we are to develop a realistic plan for the future of American education, it will have to be based on some long-range assessment of the kind of world that will exist in the next 20 years. The population that is going to influence the world over that decade, barring a major catastrophe, is alive today. Today's youth will be 30 or 40, and today's infants will be entering adulthood. If they survive the double-think process that George Orwell talked about in his book, *1984*, the youngsters who were kindergartners this past year will be graduating from 4 years of college in 1984. We are confronted with the challenge of how we are going to provide the kind of education that these children should get and that their teachers should have gotten 20 years from now.

I am going to sketch some of the things that I think we need to be thinking about in relation to society and the changes that will take place. I will focus only very briefly on what I call "intellectual personal uniqueness." Other people have called this "individual differences." I tend to use the word *personal* rather than *individual* in my discussions, because sometimes when we use the word *individual* in a psychological sense we begin to talk about human beings as if they were objects, things, or categories. I think that there is a big difference between conceiving individuals as categories, things, objects, and thinking about them as subjects, as persons; so I will be talking about personal uniqueness in changes in society. Then I will very quickly mention some implications that I see for the instructional organization, the conscience, the materials, and the evaluative aspects of teacher education.

Let me quickly mention what changes I think we all can foresee in society, considering what is happening right now. I divide the societal changes into two kinds of explosions: first, what I call the explosion of knowledge and complementary explosions in educational technology that help us to produce knowledge faster and faster and use it in different ways; second, an area to which I refer as the explosion of human interaction.

We all have heard a great deal about one of the areas that I would like to concentrate on, and that is the explosion in the new technology relating to systems analysis. I think that this concept is going to be used much more dramatically in the next 10 to 15 years. Five years from now it would not be inconceivable for the city of Detroit to hire a private, independent educational corporation made up of all kinds of educational specialists and resource personnel to come into the city and use systems analysis to try to identify the basic problems of the city and make some predictions on the basis of their study about what should be done to improve the total educational system.

This approach to systems analysis is already being used. It was the basic procedure used in developing our weapons program. It is a basic procedure used in most of the governmental departments, at Presidential insistence. The various divisions of the government use systems analysis in trying to organize physical information and social information more efficiently. Right now, the Rand Corporation has a contract with the city of New York to study its public safety programs and programs relating to its fire department, and to make recommendations on how they can be improved. There are massive systems analysis studies going on in relation to our communications systems in this country. There is no reason to believe that this will not be applied to studies relating to the educational system in this country.

Another area of the new technology that I think will cause changes just as dramatic is what has been referred to as cybernetics, or computer uses. We have computers that will keep track of medical records so that if a person becomes ill anywhere in the world, it will be possible to dial an information retrieval system and produce for the doctor a complete medical record. In the future, every home in this country will have, if it so wishes, an instant dialing system into a library. Machinery has already been produced that would make this possible, if the publishing problem can be solved. That is why the producing agents and electronics people are coming together with the publishers. The only reason we do not have this system now is because it is too costly.

We probably will not be carrying currency. We will have an instant processing system on the electronic highways of the future: We will dial where we want to go and hope that the system will get us there.

As I talk more and more with people—at, for instance, Xerox—who know so much more about this whole area than I do, I am more and more convinced that educational technology can be developed. If anyone tells the technology people what he wants, they can develop it. We have already seen the use of computers for education, for teaching children to read. We have seen, in fact, the kinds of things that are happening in a new corporation where the heuristic system has been developed. This is the system that is being used in the space program. Specialists will feed into the machine all the alternative possibilities that the spaceship may encounter on its way to, let us say, Mars, and the machine, on the basis of what it receives, will then sift out the alternatives. On the basis of these data, the ship will land on Mars. Heuristic systems have been taught to play chess, and they have beaten the people who taught the machine to play chess, simply because of the machine's ability to memorize and use the large amounts of information and data that no single man can possibly match.

The implications are fantastic for all of us in education. The first of these implications is that anyone whose job is not basically a creative job is a potential victim of the computer or some other system of technology.

Second, it seems to me that if we are going to use computers, especially for improving the learning and teaching processes, and if we are going to use systems analysis for improving other aspects of the total educational system, it behooves all of us to first learn a great deal more about learning and teaching.

The third implication is that in our society statistical methods—the use of computers—will be used more and more to try to help us solve social problems. Varied state agencies and businesses will try to put into the machine all the various kinds of alternatives to be considered before making a decision, and out should come the information needed to make that decision. What bothers me most about this—and I think it is something we as educators in our society are going to have to try to keep in balance—is that often, in using statistical methods or computers to make social decisions, it might be forgotten that when we make social decisions we are dealing with human beings. Sometimes, in these statistical manipulations, the individual who is the point on the curve becomes a nuisance. This is something we will have to watch.

Our society has already become extremely complex. Look at the kinds of decisions we are asked to make as human beings: Vietnam, civil rights, the Common Market, nuclear testing. To know enough about all of these areas to make intelligent decisions is really stretching the abilities of many of us in this society, and it is going to become more and more complex.

Harry Broudy summarizes the problem well when he says, "One of the basic problems for Americans in the years ahead will be to understand, to comprehend, the incomprehensible." What we are going to need in this kind of society are people who can continually adapt to changes in it. Margaret Mead summarizes the condition and the challenge to education in the kind of society we are going to face. She points out that "none of us will live all his life in the world in which he was born, and none of us will die in the world in which he reaches his maturity." Peter Drucker sounds the same kind of challenge about being able to adjust to change. He says that "most people will have to change their jobs three or four times during their lifetime simply because the job becomes obsolete."

In this kind of society the concept of continuing education is going to make tremendous demands on all of us on every level of education. The concept of continuing education is the notion that no one will ever complete an education, and man will have to have some kind of formal education available to him all the time, and not only in school. Industry has been tuned in to this and is moving to set up its own kinds of educational systems to keep its people up-to-date in the specific activities they are engaged in.

Another side of this factor of changing jobs is that soon the potential productive capacity that we have available to us in our society will not really be needed to keep the rest of the society in operation. We already see this, for instance, in farming. Man will have more opportunity for leisure. In this kind of society, then, education not only will have to help man learn to earn a living or learn to work, but will have to prepare man for the whole job of *learning* a living, of learning to live. Buckminster Fuller uses this phrase: "It is not only preparation for work, but preparation for the very work of life."

This ties in with the second explosion in society in the years ahead—the explosion of human interaction. Adlai Stevenson summed up everything I wanted to talk about here in what he said about 2 months before he died: "What the situation is today that we all live in could be compared very much to a crowded house." We all live in a crowded house when someone shoots Robert Kennedy or Martin Luther King. When a city like Detroit goes up in flames, it affects all of us. We live in a crowded house, and the walls are paper-thin. We are confronted daily by this kind of society which is close, where everything comes into our living room through the television tube or through radio. Our values are confronted directly. We will have to recognize this in the education of the future, in our schools, and in our teacher education programs to help people clarify their values and stand up and be counted on the basis of these values, and to help them live in the kind of crowded house that Stevenson talked about.

In summarizing the societal changes we will confront in education, we must remember three things: (1) The basic learning in a society changing as rapidly as the one that we foresee in the next 20 years, the basic learning that will be most worthwhile, will be mainly the knack of learning itself—the knack of learning how to inquire, to know, to learn to know, and to know what is worth knowing. (2) We will have to help people adjust to change, help people to learn how to embrace change, how to adjust to changing circumstances, how to innovate. And (3) in a computerized, shrinking world we will have to continue to concentrate even more on helping people learn how to live together peacefully, as one human family.

I will now touch quickly on the three areas of intellectual personal uniqueness that I think we are going to have to keep in mind as we draw implications for teacher education. This is a source of decision making concerning what I call the intellectual personal uniqueness of each human being. The first area in which all of our students, and every one of us, differ is in what we know. We all are at different levels of abstraction in our ability to think about mathematics, music, art, and so on. We all are different in our ability to deal with different sources, with different knowledge. We all have different conceptual schemes operating within us. We personally fit any new knowledge or new experience into the conceptual scheme that we have operating within us at that given time. This has tremendous implications for every aspect and dimension of teacher education.

Second, we all are different in the way we approach learning. Some of us can keep four or five ideas intact all at the same time; others of us can keep only one idea intact, but, if given enough time, we can work on it. Some of us can learn things much better through visual means than through verbal means. We all are different in the kinds of learning style we use.

We are different also in another very important way. Whereas the two areas I have just mentioned tend to focus on the cognitive aspects—what we know and how we come to know it—we also are different in what has been referred to a number of times as the affective area. We are different in how we feel about what we know and how we feel about what we need to know. We are different in how we feel about the people next to us, and we are different in how we feel about the people who are trying to teach us. We know that what is reflected to us by the person who is trying to teach us something has a great deal to do with what we will be able to learn in that particular learning environment. We are different in how we feel about learning and how we feel about the people who are working with us.

Now, let me very quickly draw some implications. The first implication that comes from this knowledge about individual differences is that we must provide in any program of teacher education some system of close student-adviser relationship, some opportunity within the program to provide for at least one person who can get close enough to every one of the students to know where they stand in what they know, how they approach learning, and how they feel about what they know.

The student adviser, as I see him, has three different skills: First, he is a learning diagnostician. He has to have the skills of knowing about each of the students these three things I mentioned. Then, knowing these, he has to perform another function: He has to be a resource agent. He does not have to know everything there is to know about all of these areas, but he does have to know how to get the student in contact with the people or materials available in each of these resource areas. Besides being a learning diagnostician and a resource agent he is also what I call a synthesizing agent. For instance, a student who is going to be a inner-city teacher is in a sociology class studying race relations. The sociology teacher may not be talking directly about the application of sociology to his becoming a teacher, because there may be prospective lawyers and engineers and other people in the class. I would like to see this adviser know what that student is experiencing in sociology and help him interpret and synthesize his experience in that sociology class in relation to what he is going to be doing. We need the adviser to build in a continuous procedure to help the person interpret what, in fact, has happened to him in terms of what he knows and how he feels about the learning that has occurred.

This much we know about student teaching: It does not do a lot of good just to have a student practice teaching, any more than it does a lot of good just to go out and practice golf. What is needed is somebody there to help interpret and study the experience provided.

In this relationship, I also see the adviser serving as a role model: someone who believes in something, stands up for what he believes on the basis of some inquiry that he has gone through, and then creates for the student the kind of free situation in which a student is allowed to be himself—to admit right out loud what he does not know.

It has been my feeling that most of our education, especially after kindergarten, is based on what we know. Yet, to me, the basis for all human learning is the ability to identify what we do not know; then we can progress to new knowledge, and the person who is helping us can know where to start. Think about it in your own educational experience; think about it in your college courses—how many students ask a question because they really want to know the answer to the question? It has been my experience in observing many classes that the person who asks a question knows at least enough about the answer to know that it is a good question and asks it because that is the kind of thing the professor or teacher tends to reward.

As I said, the student must be free to say right out loud what he does not know and what he wants to learn simply for the pleasure of knowing. In turn, to be able to create that free situation, the adviser must be free from the outside limitations that he often is under.

I would like to suggest next the different ways in which we can reconceive colleges of education. One way that we are talking about employing at the University of Rochester is the kind of reorganization that Mario Fantini talked about. These centers of interest would cut across all departmental lines. They would be places where students, faculty, people from industry, people from the hospital medical center, people from the philosophy department or from the rest of the university could come together to study and inquire into problems related to various centers of interest, such as metropolitan education, higher education, and nursery school or early childhood education. Any college could develop centers of interest, particularly around the clusters of interest of its students and faculty; and this reconception of the college would be the tool to prepare various kinds of educational specialists in cooperation with other resource people.

Now, that gives you merely a notion of the types of agencies that would be involved. Let me just mention quickly the kinds of faculty we would have in the college that I envision in the years ahead. We already have many of these now; but we would have the core faculty working basically with the inquiry groups, with the independent study seminars, with the workshops available to our students. Then we would have faculty people from other divisions of the university, people from other colleges, people from the medical schools and law schools, or people from systems analysis groups and business administration, who could assist us in working with the inquiry groups that we had in preparation of educational personnel. They would be engaged not only in the research aspects, but in the training aspects as well.

The third type of faculty I refer to is the adjunct faculty members, people from the cooperating teacher centers where our students would have direct experience throughout their program, people from the youth boards, people from teacher education associations, people from various kinds of war on poverty programs. What I envision is the opportunity for different sorts of student groups in a college rather than the usual group of students in a classroom. I see in our programs a kind of independent study arrangement for students—such as many of the things defined in the TEPS New Horizons[4] proposal that was published about 7 years ago.

The inquiry group I see as a group of seven or eight students and a couple of professors inquiring into relevant problems that any of the students might be interested in at the moment. In addition, I see another group as a very crucial part of our programs for the future: a professional action group, a group of people who come together to share their talents in working on an educational problem, building a neighborhood settlement house, setting up a special program for school board members to train them as change agents, a program in the inner city for tutoring kids who are trying to get into college, and so on. Such a professional action group would take on an educational image similar to that at Western Reserve University. Medical students who go to Western Reserve now have as one of their first experiences becoming part of a group that studies the medical history of a family. The group takes on the family as a responsibility, studies its medical history, and follows through on all kinds of medical problems.

I see these professional action groups serving two purposes: (1) to teach all of our future teachers to become change agents and (2) to develop the kind of thing that can come only from group participation, and that is professional commitment. We do not have this kind of professional commitment in our profession today; only one out of six teachers is still teaching 5 years after graduating from our teacher education institutions. Two out of five do not even intend to go into teaching at the moment they graduate. It seems to me that, if we are going to develop professional commitment, we are going to have to provide some opportunity in the program for students to come together to learn how to rely on one another, to be engaged in an action project that can be accomplished only through the total resources of the group.

I see this being built into programs of teacher education for the future. I see in this program the opportunity for various types of teaching specialists to participate in the kind of instructional organization we would set up. I see this program beginning as soon as the person thinks he wants to become a teacher—as early as the high school, if he wants it. If we begin to set up some educational parks in this country, I would like to see set up some programs in which high school kids could begin to teach elementary school kids.

What a concept! What if we said that we ought to use high school youngsters in the major cities in this country to begin to teach the kids in the elementary schools how to read? We have all kinds of resources in this country, if we really want to use them, but we tend to treat people as if they did not know anything. What we need to do is to find out what people know and help them share it and grow in the process.

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[4] National Education Association, National Commission on Teacher Education and Professional Standards. *New Horizons for the Teaching Profession.* (Edited by Margaret Lindsey.) Washington, D.C.: the Commission, 1961. 244 pp.

So, all through this program would be not courses, but blocks of experience. I see a liberal education program concurrent with the career development of a teacher; a continuous opportunity to face social issues and to acquire relevant, problem-solving knowledge; and the opportunity for continuous specialization in a subject field, as well as continuous specialization in fields that are going to grow in the future—that have to do with the nature of the learning process itself and resources to enhance that process.

I see a direct experience aspect throughout this, in which students would have an opportunity for tutoring, working as teacher aides, student teaching, then entering internship. Further, I see a residency in a cooperating teaching center very much like a teaching hospital, developed cooperatively by the adjunct and the core faculties of the college. The colleges and the schools will jointly recommend a person for admission into the profession, not only on the basis of the courses he is taking and the certificate he gets, but also on the basis of demonstrated competence in the speciality he is preparing for. That is where I see the profession's having a renewed responsibility for the kind of people that enter it.

This will fit into the whole notion that in the future we are going to have different kinds of teaching specialists in our schools. Therefore, the colleges not only will have to change because each person is intellectually different; they also will have to change because one cannot produce several different educational specialists through just one specific mold. All these specialists have to do with the nature of learning and the learning process and resources for them. Many of them are now operating in our schools. For instance, we have two people in one of our schools who are experts in visual literacy, and they get paid $1,000 more than any other teacher because they are specialists in that area. These are people who have been working with Kodak for 2 years on some of the new projects that Kodak has been developing to help kids learn through nonverbal means, through film. These are people who are on teaching teams, not people from the central office. They are available to help other teachers on the team learn about these things and to help the students learn about them.

In this kind of staffing plan for a school, we would have community helpers to provide these resources that have been talked about. We would have coming paraprofessionals, aides, student teachers, tutors, interns, staff teachers.

I want to mention in closing some of the people who have spoken on this matter. There has been Don Davies, who talked about the resources for study, resources for support of some of these projects; and there has been Sam Proctor, who said, in effect, "What we need to do is get off our butts and pick up the phone." There have been people talking about the crisis that we are in and the fact that every one of us in education is in the thick of it; there has been Fantini, reminding us that we are in a crisis in this country and that there is a great sense of urgency that is being communicated to us. I do not think we can, as a group of professionals, spare 20 years to the development of some of these action programs. We all know right now more than we are doing. We all feel strongly about what needs to be done, so we have the cognitive and the affective factors clearly in mind about what we need to do from this day forward.

What we need now, in addition to the cognitive and the affective, is what I call motor performance. We need to take our bodies and our minds and the knowledge we have and go out and create. We know we are going to be creating dangerously, but, as a profession, all of us ought to do this, knowing that none of us can accomplish as much alone as we can together.

Let us get about the task.

TEACHER EDUCATION IN THE MAINSTREAM OF AMERICAN LIFE

The Honorable Wayne Morse
Former Member of the United States Senate
Washington, D.C.

An occasion such as this is most welcome, since it enables me to exchange ideas with you about matters of our common concern in the field of education and specifically on teacher education in the mainstream of American life. It is doubly welcome since it permits me, as a former dean, to express myself most frankly because I am among friends.

One of the advantages of my position as chairman of the Education Subcommittee is that it provides me with the opportunity to listen to the hearings that are conducted before the Subcommittee. We have had a remarkable record of accomplishment during the past 6 years in writing into law measures designed to improve the quality and quantity of educational offerings through federal financial aids.

These measures, starting with the Higher Education Facilities Act of 1963, the Elementary and Secondary Education Act of 1965, the Higher Education Act of the same year, and the International Education Act (not yet funded but carrying within it the seed of vastly increased support for graduate study), hold great promise for education. These acts, their subsequent modifications, and the modifications broadening and expanding the National Defense Education Act of 1958 have provided us with tools that, if used properly, can enable a better model of education to survive as a monument to the effort invested in this area in the 1960's. It is, has been, and I hope will prove to be, a landmark decade for education, since in a comparatively very brief space of time more significant legislation in this area was achieved than in any previous period in American history.

Integral to this effort has been the emphasis placed on the importance of teacher education. This is the critical area through which we can bring about the kinds of change that will advance us to our goal. Let me outline briefly for you two or three main areas.

First is the stress given to improvement in the educational opportunity afforded the inner-city school child. The American public as well as educators and legislators are gradually beginning to see and to analyze the needs of the ghetto child. The importance of early childhood experiences is increasingly being stressed by psychologists and educators. This crucial stage of life—infancy to 5 years—has been recognized in many programs under Title I of ESEA. Funds have been provided for more than 475,000 preschool children. This emphasis on the preschool child is more than warranted when one realizes that most of the skills of perception, attention, and observation are formed in these years. Motivation toward success depends highly on parental values and goals, attitudes toward self, and feelings of competence absorbed from the environment. The hope is that through early education programs under Title I we can reach some of these children of the inner city before despair, self-hatred, and lethargy set in.

Poverty affects language in many covert ways. Programs to attack these areas are now in operation in 16,400 school districts. With these programs we are beginning to help some of the children suffering from physical defects, malnutrition, lack of attention, and debilitating psychological problems.

Funds from Title I are concentrated in grades 1-6, the formative school years in which so many skills necessary for school success are learned. The disadvantaged elementary school child often needs remedial help to obtain skills in reading, arithmetic, and language usage that he has not mastered earlier. Tests administered to Title I youngsters show the majority to be below the national norm in reading and arithmetic. Statistics from 21 states show that, although these students are still below the norm, there has been a marked improvement in scores.

The opportunities offered ghetto youth cannot be compared to those of more advantaged youngsters. With special programs, these students' experiences can be heightened, their curiosity aroused, and their desire for education stimulated. So often, these children have not traveled beyond their own neighborhoods; this dearth of experience is a major hindrance to the acquisition of skills necessary for school success. Title I money is being used to provide for trips, summer programs of enrichment, and many new and imaginative projects devised to increase the ghetto child's knowledge of the world to which he has never been exposed.

The ESEA Title I program has enabled us to look beyond the children to teachers, parents, and counselors. Funds are available to study new techniques, train teachers, and provide counseling services. In a sense, programs that include the parents provide a double education. Our schools must work *with* the parents—not *against* them. Funds from this title have been used for parent-teacher workshops. The understanding and knowledge gained by both participants is fundamental to the improvement of education in the ghetto.

Title I of ESEA, designed to provide services for underprivileged students, incorporates some of the most progressive ideas and programs being used in education in the nation. In the first year of the program, 8.3 million children benefited from these programs. In 1966-67, the number was increased to 9.2 million.

To some extent, Title I aids another kind of inner-city child, the dropout. More help in this crucial area will come in the Vocational Education Amendments of 1968. The problem of dropouts in ghetto schools is a serious one. While the dropout rate is decreasing in the nation as a whole, schools covered by Title I have a higher dropout rate than comparative schools. In 1966-67, schools with a concentration of Title I pupils had over three times as many dropouts in grade 7 as non-Title I schools, and nearly three times as many in the eighth grade. The percent of twelfth-grade dropouts from Title I schools with one-third or more participation was nearly one and a half times that of non-Title I schools.

The reasons are complicated; variables are difficult to isolate. Yet, high school studies in 10 large cities show that in 3 years there has been a 10-percent increase in those continuing their education in schools aided by Title I funds. The special attention afforded by dropout programs gets to the core of the problem for many ghetto students. Special remedial programs, vocational training programs, and expert guidance help act as encouragement for the student who has been neglected, who has family problems, and who sees no value in himself or his schoolwork. Programs such as work-study and cooperative education help the underprivileged student in the solution of family problems and thus allow him to continue his education. The value of programs for dropouts cannot be denied in the context of an increasingly more technical and educationally advanced society.

The Congress last year passed a special program designed for the prevention of dropouts. We believe that this program, which has not yet been funded, holds great promise in finding ways to keep our ghetto children in school and in the learning process, so that they will be able to break out of the confines of their environment.

Portions of the Higher Education Amendments of 1968 point to another aspect of the federal government's concern with the problem of the student from our slums. Currently only 7 percent of the college-age population is from families earning less than $3,000 per year, while 48 percent is from families with incomes of over $10,000. It has been recognized that this disparity is primarily a result of socioeconomic factors and not of innate characteristics. The Higher Education Amendments consolidate two existing programs, Upward Bound and Talent Search, while instituting a follow-through to both of these.

The Upward Bound program is designed to help encourage promising disadvantaged high school students toward higher education. It is an intensive remedial and broadening experience comprising two or three summer sessions and year-round counseling. The results have been promising. About 50 percent of these students enter college, and reports indicate that about 76 percent of these students have remained after the freshman year.

Under the new Higher Education Title for programs for disadvantaged students, counseling and tutoring services will be continued throughout the early college years. Many disadvantaged students need supplementary tutoring while in college, and, most important, counseling services to aid in the difficult adjustment to the academically oriented life. The rewards from this program will be abundant; such services to the disadvantaged college student may mean the difference between a college graduate and a college dropout.

My question to you as those who have the responsibility for molding the curriculum for the training of teachers is: How have you changed your ways of teacher preparation so that the idealistic young people who seek this as their life career can be equipped with an understanding of the problems facing the inner-city child that I have delineated? How does their preparation fit them to cope, how does it spur them to create new ways of reaching these children more effectively?

I sense that the mainstream of American life is shifting in the direction of a greater feeling of community responsibility in achieving one of the oldest of our democratic ideals—giving to each human being and each future citizen, regardless of skin color, parental socioeconomic status, or geographical origin—an opportunity to start on an equal basis in the school system and, depending only on the talents and abilities of the individual, providing access at each stage to an equal opportunity for further self-advancement.

The shift in the mainstream may be due to the fact that we chronologically and demographically are a young nation, with half of our citizens having been born since 1940. It has been pointed out that, as the result of this, the world of education is one of central importance since these are the years in which our society is apprehended primarily through the educational system. Informed idealism, which should be the result of the educational process, creates psychological needs that must be met with opportunities for service. The young men and women who are your special charges are self-selected and possess this component to an even greater degree than do those who follow other disciplines.

They are not going to be satisfied for the most part, particularly in their earliest years of professional endeavor, by the rewards of tenure and slow advancement. They are going to be particularly impatient with the bureaucracy of a school system if the rules within that bureaucracy are designed to minimize the problems of the administrative people to the detriment of the schoolchildren, because they, as we who sit in the Congress, have as their primary focus the needs of the child.

Many of you, I hope, had an opportunity to review a paper presented by Jean D. Grambs in October 1967, titled "New Perspectives in Teacher Education." It was the keynote address of a conference on preparing teachers for a changing society, and it dealt with desegregation, conflict, and equality of opportunity. Jean Grambs, whose distinguished career started at Reed College in Portland, Oregon, in her address came up with a bill of particulars. What were the points she made?

She challenged the teacher recruitment operation of your institutions and asserted that recruits to teaching are often in the second echelon of intellectual and personal competence. She felt that much of what is being offered to children and to teachers-in-training is not really relevant to the real world and its problems. She expressed concern that our educational institutions are not attracting or holding many teachers with a zeal for reform—an exception to this being the Teacher Corps, and it is an important exception.

It was her feeling that at least half the problem of the quality of education provided in the schools is directly traceable to the quality of the recruits attracted to the profession. She noted that the openness and the problem-centered approach of many effective teacher educators is upsetting to the products of our conventional schools and colleges.

But one of her major points deserves to be quoted in its entirety:

> If one is to criticize professional education, I would suggest that the major weakness is that it does not, as things now stand, have the capability of training teachers for the critical educational problems we face or for almost any educational problem for that matter. Training teachers cannot be done in a few courses plus a brief student-teaching experience. No wonder our students criticize what we give them; we have not prepared them to be competent teachers. Who could, in the few "credit" hours available? They leave us half-baked, half-done, and are understandably resentful when they find, as full-time teachers, that they are doing a poor to a bad job. Their consolation is that the other teachers in the building are doing no better. The mystique of the "born teacher" is powerfully reinforced by such practice. Teachers, we hear, are born, not made. One could claim that, as professional education is now organized, we could not make anyone into a competent teacher who did not come to us already equipped with three-quarters or nine-tenths of the kinds of feelings, attitudes, gifts, and even skills of the good teacher. Then, *what* are we in business for? And why should we stay in business, if this is all we do?
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> The placing of professional education on top of the three or four years of undergraduate education, as noted before, means that the student has had no significant exposure to the kinds of educational processes that we deem truly educational. By the time he is a senior, it is too late. He has been, quite literally, brainwashed by the system, and thinks the "inquiry" method of instruction is ridiculous: he has never experienced it himself. He often secretly wants to be an answer-giver, and besides, those who can tolerate ambiguity—no answers given—will find graduate work in their own esoteric field more attractive.

On this basis, then, of a truly inadequate teacher education program, educators across the country are being driven to further distraction by the demands that we now prepare teachers for the relatively unknown area of effective education of the disadvantaged. Teacher education institutions also are expected to help in the preparation of teachers going into desegregated, desegregating, or potentially desegregated school systems. In terms of our culture, the latter is a dangerous area indeed.

These two new expectations, to develop programs for the education of the disadvantaged, and to assist educators in the orderly desegregation of schools, affect not only pre-service but in-service educational facilities and practices. If teacher education prior to entering a full-time job is far from fulfilling its mission, in-service education is even more ineffective. At least pre-service programs connect with most of those going out to teach; in-service programs are hit-or-miss, and mostly miss, affairs which may reach the already convinced, or be a time-serving, credit-building, series of empty hours, and, thanks to federal programs, with pay.[1]

Having given these challenges and leveled these accusations, as a good teacher she must see some solutions. These are ones that I commend to you for your study and discussion, because in our legislation in the next few years I surmise that these concepts are going to be before us. They deserve to be tested and scrutinized and evaluated, because what I do and what my colleagues do is going to be influenced in a very large measure by your reactions and the informed criticism you make of such proposals.

She felt that it would useful to experiment to an even greater degree than we now do with precollege experiences for talented young people who might be interested in teaching and in the tutorial programs in which sixth-graders work with first-graders and second-graders. Earlier identification of those interested in entering the profession surely can receive greater emphasis.

I want to bring to your attention also the support given to the concept of the half-time, paid internship in which the trainee, under the guidance of master teachers from the school system, would engage in professional activity. The concept is one that involves much more than the practice teaching now a part of your curriculum, because the key to this proposal is the thought that the student would not be certified as a teacher until he had achieved a level of competence deemed adequate at a superior level. Thus, some students might have to remain in the half-time internship stage for more than 1 year.

Such a program would necessarily entail a redeployment of the teacher education staff, and it means further the adoption, as Jean Grambs pointed out, by a student of a new view of his educational responsibilities—that would be for 12 months of the year. As a former dean, I can subscribe to the perceptive comment made by Jean Grambs when she said, "Law is learned by case study; medicine is learned by dose and ministering to live patients; teaching must be learned with real children individually and in classrooms who are being taught and expected to learn."

I would commend to you also her comments concerning the National Defense Education Act institutes for teachers and her recommendations that in-service programs contain provisions for "advanced" workshop or institute experiences for continuing the education of those initially stimulated by one exposure, and for follow-up of the institute in the field for at least 1 year.

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[1] Grambs, Jean D. "New Perspectives in Teacher Education." Address presented at the Conference for Teacher Education for the Disadvantaged, sponsored by the University of Oklahoma, Center for Human Relations, 1967. (Unpublished.)

I have cited these suggestions, I assure you, purely as illustrative of my theme, since I would not presume to tell you what ought to be done; that is your responsibility. But I have drawn these concepts before you because, through our legislation and particularly in the Education Professions Development Act, I think we have provided the basic authorities that would enable you to obtain financing for programs such as the ones I have mentioned or others that, in your judgment, better meet the needs of your students and the needs of the children they are to serve.

This brings me to a very basic point in the "politics of education." The authorizing legislation that flows through and from the Committee on Labor and Public Welfare in the Senate and the House Committee on Education and Labor is but half, and perhaps the lesser half, of the job. These authorizations are a dead letter unless they are funded. Funding of the magnitude required by the needs has not been forthcoming. Less than 12 percent of the experienced teacher fellowship program authorization came up from the Bureau of the Budget last January. Less than 9 percent of the amounts authorized for special education were forthcoming. Even Title I of the Elementary and Secondary Education Act of 1965 was funded at the 50-percent level.

We are coming to a time in this country when, in my judgment, we have got to set for ourselves priorities in the use of public funds. Because of my belief that the long-range security of the republic, and indeed the survival of the republic, depend on the job that you do and the job done by those whom you train, I intend by my vote to secure top priority for educational expenditure. I suggest to you that as citizen-statesmen you, too, have a job of educating the electorate about the importance to our society of adequate financing of every educational program from preschool through graduate study.

We know what the results of this capital investment will be in terms of the gross national product. But it will not occur unless and until you and all others who feel just as you do take the time, the trouble, and the effort to convince your elected political representatives of the merits of your position. I assure you that they want to hear from you and that they will view with careful consideration your recommendations.

I must tell you in all candor that unless you take the initiative and bring your needs and your wants to the attention of the 535 men who will make up the next Congress, others who have competing interests will do so, and the educational needs of our children, and our young men and women, and our teachers-in-training will not be met.

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

The American Association of Colleges for Teacher Education is a national voluntary association of colleges and universities organized to improve the quality of institutional programs of teacher education. All types of 4-year institutions for higher education are represented in the present membership. These include private and church-related liberal arts colleges, state teachers colleges, state colleges, state universities, private and church-related universities, and municipal universities. Teacher education programs offered by member institutions are varied, but one uniform theme dominates *—the dedication to ever-improving quality in the education of teachers.*

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